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ABSTRACT

The publication defines the nature of special education consultation and presents various options through which training can be provided by college and university departments of special education. The first three papers present the realities of special education consultation as currently practiced: "Serving Special Children through Teacher Consultation" (J. C. Conoley), "Setting the Stage for Successful School Consultation" (L. Idol-Maestas), and "The Teacher Consultant at the Secondary Level: Just Right of Center" (V. Ryan and R. Kokoszka). The following four papers discuss essential aspects of either the process or the substance of special education consultation: "Consultant Beliefs Which Make a Significant Difference in Consultation" (A. Menlo), "The Human Dimension of Consultation" (M. E. Carroll), "Modeling a Process of Problem Identification" (L. N. Hodgson), and "The Self-Documentation Model: A Process for Consultation with Experienced Teachers in Special Education Practica" (P. C. Wood et al). The final three papers contain descriptions of formal training programs in special education consultation: "A Graduate Preparation Program in Special Education Teacher Consultation" (C. L. Warger and L. E. Aldinger), "Adding Consultation Skills to Your Repertoire: A Training Model" (J. M. McPhail and N. J. Eiss), and "Special Education Teacher Consultation Training Programs" (M. Friend). (JW)

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# PREPARING SPECIAL EDUCATORS
# FOR
# TEACHER CONSULTATION

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# INTRODUCTION

As handicapped students are integrated into regular school settings, the role of those professionals formerly charged solely with their education, special education teachers and supervisors, has changed and expanded. To facilitate the integration process and ensure its success, special educators now consult and collaborate on a regular basis with the other school personnel who are centrally involved in the education of handicapped students: counselors, principals and, above all, regular teachers into whose classes these students are frequently placed.

While the role of special education consultant has been formally recognized with certification status in several states such as Illinois, Michigan and Vermont, in other states special educators perform the role informally, incorporating it into their teaching and supervisory responsibilities. In either case, teacher educators in both large and small institutions must now consider how they can best prepare their special education students for this expanded role of consultation. While small programs in special education may not be able to support formal coursework in consultation, they still have an obligation to provide students with some form of training in this new area. One option is for university supervisors to model skills related to the process of consultation (i.e., communicative, interpersonal aspects) and its substance (i.e., teacher and pupil problems) while they are supervising students in field or practicum experiences. This supervision often takes the form of joint problem solving, especially at the graduate level. The supervisor, modeling the role of consultant, can provide the practicum student, acting as the consultee, with a real consultation experience and thus, indirectly, with training in this area. On the other hand, larger teacher education institutions, especially in states where teacher consultation is a certified area, will want to design and offer courses or full-fledged programs in special education consultation. It is the purpose of this publication to identify just what it is that constitutes special education consultation and then to present various options through which training in this relatively new area can be provided by college and university departments of special education.

The first three papers present the realities of special education consultation as it is currently practiced in the field. It is from these descriptions that teacher educators can select priorities when designing training programs. Conoley provides a general definition of consultation and explains why it is critical for the special education resource teacher to add this role to an already existing set of responsibilities. Conoley describes the different types of organizational support which are necessary if a school consultation program is to succeed and she gives an overview of necessary consultant skills such as problem solving, listening, and giving and receiving feedback. Idol-Maestas presents the results of a follow-up study of graduates of the Resource/Consulting Teacher Program at the University of Illinois. Based on survey responses of practicing resource teachers, behaviors which facilitate collaborative consultation and those which hinder it are identified and discussed. Recommendations for addressing key issues such as time management and staff resistance to consultation are provided. Ryan and Kokoszka, teacher consultants in the Ann Arbor (MI) Schools, describe one teacher consultant model which they currently implement at the secondary level. They give specific examples of the various types of direct and indirect services which they provide for handicapped pupils and make suggestions for ways to effectively carry out the many, sometimes delicate, sometimes conflicting, roles of the teacher consultant.

The following four papers discuss essential aspects of either the process or the substance of special education consultation. It is from these papers that university supervisors who wish to model critical consultation skills for their practicum students can derive important concepts and practices. Menlo's paper asks the consultant to consider intriguing alternatives to a series of commonly held beliefs about what people are like and how they can best be helped. He shows how each alternative belief can influence the consultant to behave in ways which will further the growth and development of the consultee. Carroll shows how important it is for the special education consultant to convey to the consultee (regular class teacher) certain perceptions concerning him/her as a professional and certain perceptions concerning the nature of the consultant role. Carroll also describes strategies for creating a productive consultative relationship based on these perceptions. Hodgson's paper addresses the content of consultation by showing how the university supervisor, acting in a consultant mode, can guide the student teacher through a four-step process of problem identification. By going through this process, the student teacher gains insight into the factors which contribute to student learning and behavior problems and has an opportunity to see consultation being modeled by an expert. Wood, Parke and Buescher also describe a process of supervision in which the university supervisor assumes (and thus models) the role of consultant. Faced with the problem of providing effective supervision for experienced teachers in graduate special education practica, the authors developed the Self-Documentation Model. According to the model, the supervisor works collaboratively with the graduate student to monitor progress on a series of structured evaluation activities which represent training priorities selected by the student.

The final three papers contain descriptions of formal training programs in special education consultation. Warger and Aldinger describe a program requiring graduate special education students to implement a data-based consultation model with regular education student teachers. McPhail and Eiss describe a consultation training manual which has been used successfully to develop teachers' consultation and communication skills. The manual includes workshop formats and instructional and evaluation activities. Finally, the paper by Friend provides an overview and brief description of nine training programs in special education consultation currently being offered in teacher education institutions throughout the country. It is a useful reference for the developers of future programs and for those who might want to enroll in a consultation program.

Cynthia L. Warger
Loviah E. Aldinger

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# SERVING SPECIAL CHILDREN THROUGH TEACHER CONSULTATION

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Because education tends to be thought of as having only two "boxes," regular and special education, there are problems when children are moved between the "boxes" (Reynolds, 1979). Although there are both philosophical and legal supports for providing handicapped children with education in "least restrictive environments," few appropriate transitional environments are available from which to choose. To address the inadequacy of segregated service delivery models, an innovative system is needed which encourages a sharing of expertise among all the educators who interact with handicapped children in transition (Idol-Maestas, 1983). One such approach is to assign the resource teacher the role of teacher consultant who acts in the interests of the child receiving both special and regular education.

This paper will define special education teacher consultation as a viable transitional model. Guidelines will be provided on how to set up a consultation program in a school building that has never utilized teacher consultants. Also, the skills that consultants must develop will be explained.

## What is Consultation?

Consultation is a voluntary, problem-solving relationship between two professionals who have somewhat different bodies of expertise. The consultant (e.g., resource teacher) attempts to help the consultee (e.g., regular education teacher) more expertly educate a child (often called the "client" in the consultation literature). The help that the consultant can offer the consultee is specialized knowledge, a new way of seeing and responding to a recalcitrant problem, support for continuing to deal with an emotionally draining situation, and a collaborative, respectful relationship that enhances the consultee's feelings of self esteem (Conoley & Conoley, 1982).

If correct information were all that were necessary to make consultation work, consultation would be a very simple endeavor. Unfortunately, good ideas are not uniformly adopted. The professionals in a school building need to be motivated to try new ways with a child, supported in their efforts to change, given information that they can use, and encouraged to see themselves as part of a cooperative team with special education.

Those wishing to be consultants also must commit to working with adults (in addition to children), invest extra time and energy into starting a program, and give up some of the familiar roles that may have become quite comfortable. In addition, since the role of part-time consultant is usually not seen as positive by everyone in a building, the special education teacher must have an extraordinary commitment to making the consultation system work.

**Why Bother?**

The growing need for special education teachers to add consultation to their repertoires has emerged since the passage of P.L. 94-142. An overemphasis on direct-service-only approaches has proven to be shortsighted. Although direct services might be provided at one point for a child, there is little evidence that children served in this limited way have actually benefited. A direct-service-only model makes it virtually impossible for resource personnel to become involved in what may turn out to be the most critical professional activity related to school-based learning or emotional problems of children -- ***prevention***. The desire to mainstream children with special needs demands that resource personnel coordinate and consult with receiving regular education teachers. As Meisgeier (1976) has stated:

> If our expectation is that 1-hour daily sessions in the resource rooms will magically or pervasively eliminate children's learning problems without concomitant efforts to teach children in a healthy learning envi-

> ronment the other four hours of each day, we are surely going to be disappointed. This process must be a cooperative effort between regular, alternative and special education to be called a mainstreaming effort (p. 259).

Equally important is the fact that there will never be enough trained personnel to meet the needs of the growing number of special needs children if a direct-service-only approach is maintained. This fact is exacerbated by the growing "minority" culture in our schools. Many educators are ill-prepared to meet the multicultural demands of school-aged populations.

It is increasingly obvious that successful educational programs for children depend on an understanding of the variety of elements within each youngster's system, their relationship to each other, and their effects on the child's functioning (Apter, 1982; Apter & Conoley, 1984). The role of the resource teacher offers great potential for developing such understandings and for effecting necessary changes in public school service delivery models. See Figure 1 for a schematic of the array of activities that a resource teacher might perform in a school system. As illustrated in Figure 1, the resource teacher can be the pivotal person in coordinating services for children. By providing indirect

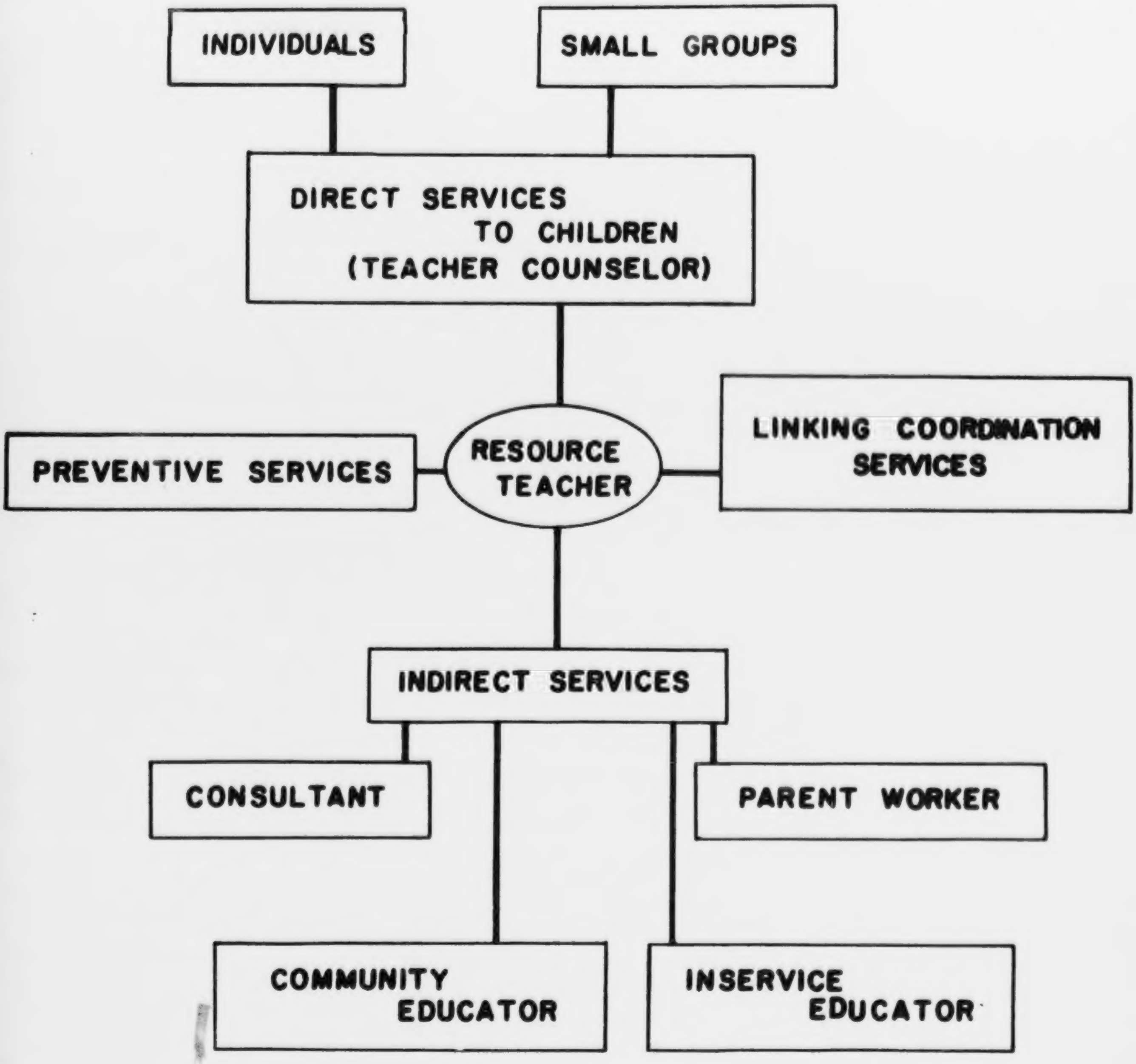
INDIVIDUALS
SMALL GROUPS
DIRECT SERVICES TO CHILDREN (TEACHER COUNSELOR)
PREVENTIVE SERVICES
RESOURCE TEACHER
LINKING COORDINATION SERVICES
INDIRECT SERVICES
CONSULTANT
PARENT WORKER
COMMUNITY EDUCATOR
INSERVICE EDUCATOR

*Figure 1.* Multiple roles of the resource teacher.

services such as consultation, parent education/facilitation, inservice and community education, the resource teacher increases the probability of true prevention taking place. Prevention in this context refers to alleviating further regression of academic and social skills and promoting environments that make dysfunction less likely.

Resource teachers have expressed a desire to incorporate more indirect service to children into their roles (Conoley, Apter, & Conoley, 1981; Evans, 1980). There is some evidence that consultation can improve the likelihood of successful integration for the special needs child. For example, Wixson (1980) found that while 30 percent of a sample of disturbed pupils receiving direct services from the resource teacher were able to return to regular classrooms, 57 percent of the youngsters receiving indirect services (defined as resource teacher consultation and classroom teacher implementation) made successful returns to full and unaided classroom participation.

**How To Begin**

Resource teachers who plan to offer consultative services to their schools must target themselves, their supervisors (principals, special education directors and supervisors), and their colleagues for special action.

***Resource Teacher.*** A belief in the efficacy of consultation is the first step in implementing a consultation program. Teachers have to believe it is not only possible, but more effective, to spend some of their time in consultation activities than to schedule all of their time serving children directly. In addition, the professional must be willing to seek additional training and supervision in consultation skills. Although it is helpful to read about consultation, it is a complex skill that is not "natural" to every teacher.

***Supervisors.*** Support from administrators is essential. Resource teachers most often need sanction from their directors and principals to incorporate indirect service into their work schedules. Special education directors and supervisors can be supportive by providing the necessary inservice training or by locating university courses for their teachers. If the supervisors themselves are skilled consultants, they can provide invaluable feedback to the novice teacher consultant. In addition, supervisors play an important role in "selling consultation" to principals. Principals will need to be educated concerning the benefits of consultation to their teachers and to their children before they are likely to assist the resource teacher.

Principals can support consultative efforts by scheduling planning time for all of their teachers and by recognizing that both those who offer the consultation and those who seek it are putting out extra effort for children. It is also important that principals avoid the temptation to routinely send children to the resource teacher just for the purposes of giving regular teachers a break or punishing children. To accomplish this, principals will have to resist some pressure from regular teachers and consider developing a wider array of management strategies for children experiencing difficulties.

Resource teachers can obtain support from their principals in several ways. First, highly credible direct service is a key to establishing indirect service. A teacher with obvious skills is likely to be seen as a real resource to a building--one that will help the principal do his or her job better. Second, letting the principal know what services can be offered to regular education teachers is very important. Third, involving the principal in any ongoing consultative efforts is important so the principal can see the resource teacher in action and also witness, first hand, the beneficial results of teacher consultation. Fourth, asking recipients of consultation to report on how helpful they found the service can be a boost to a new consultation program. Many consultants try to choose their first consultation cases based on the probability of success. Nothing succeeds like success!

***Colleagues***. A consultation program may be more quickly established if resource teachers organize brief inservice events to inform regular teachers of ways in which the special education personnel can be useful. These inservices may be on curriculum modification, classroom management, consultation, parent conferencing, or any special skill area of the resource teacher. The goal is to establish the resource teacher as an expert in the eyes of his or her colleagues.

Many resource teachers report that meeting with school teams or departments and outlining consultation program goals (e.g., support to regular teachers in their mainstreaming responsibilities; coordination of the services offered to the students; smoothing the transition of children from special to regular education) has proven helpful.

Relationship building with each regular teacher is necessary. Regular teachers often need the same kind of special programming that students need. While working with teachers individually may appear to be an overwhelming task, most consultants find high rates of acceptance when this is done (Gutkin,1980; Gutkin & Bossard, 1984; Gutkin, Singer, & Brown, 1980). A consultant must rely on social influence.

The best way to insure such influence is to make people think so highly of consultants that it is difficult to ignore their suggestions.

Classroom observation is often a good entry into consultation. Classroom observation should be followed by a feedback session in which the consultant provides helpful suggestions and communicates an appreciation of the efforts made by the teacher. It is important for the consultant to develop plans with the teacher that require joint collaborative efforts. New consultants often err in offering to do everything. Consultation will succeed only if everyone gets used to implementing some of the plans. An example might be as follows:

***Consultant*:** So we've developed quite a comprehensive set of strategies. I can handle providing some of the modified tests and curriculum you need and will maintain the behavioral program in my room. The management program will be most effective if you can also implement it during the time you have her. Does that seem reasonable?

***Consultee*:** It will be difficult to treat her differently from the rest of the children. I wonder if my program could be less complicated?

***Consultant*:** I think you're right. Do you have an idea of what's manageable?

***Consultee*:** I could keep track of two behaviors we want to increase, for example on-task and in-seat, and two behaviors we want to decrease, for example calling out and roaming around, for about 15 minutes of the reading period. If I give you the observation sheet, will you consider it along with the behavioral program you already have in place?

***Consultant*:** That's a good start. Will you call the parents and tell them what we're doing? Maybe they would cooperate.

***Consultee*:** I will do that. They've been fairly cooperative in the past. In fact, I can write out our goals and see if they are willing to work on the same things at home. It can't hurt to ask.

Finally, it should be emphasized that the development of an effective consultation program can be a lengthy process. No consultation program will emerge fully operational. Experienced consultants report a three to five year development period during which patience, continued support among consultants, and the setting of long and short term goals are required.

## Necessary Consultant Skills

While organizational support will facilitate consultation program development, no program can be successful without skilled consultants. Training ideas and sequences have been described (Alpert, 1982; Conoley & Conoley, 1982; Gallessich, 1982; Brown, 1985). For the purposes of this brief introduction to consultation, a few of the key skills will be highlighted.

***Problem solving***. Consultants must commit to memory a problem solving sequence that will then structure their interactions with others. The components of problem solving are problem identification, generation of several possible alternative solutions, choice of one alternative, implementation, monitoring/evaluation, and feedback into the problem solving system. The most important step is the first one. The problem must be identified so that both the consultant and consultee are working on the same, well defined problem area.

***Listening***. Careful listening is important in developing a positive and productive relationship with consultees. Essentially, listening requires skills in reflection, paraphrasing, clarification, elaboration, and summarization. Saying back what one has said or saying back what one has said with the feeling tone made explicit helps the consultant understand the problem and also makes the consultee feel very valuable. Asking clarifying questions and building on what a consultee has already developed keeps the consultee's investment in the process high. And finally, choosing judicious moments to recapitulate what the consultee has said allows a shift of emphasis in the conversation or promotes a "wrapping up" of previous comments.

***Nonverbals***. The best consultants maintain comfortable levels of eye contact; orient their bodies toward the consultee so the consultee knows that the consultant is attentive; avoid nervous habits or excessive note taking; and nod, smile or make acknowledging sounds (mmm...; uh, uh) to encourage the consultee to continue. The consultant needs to express calm concern, assurance (but not reassurance), and intense interest in and respect for the consultee.

***Feedback***. Consultants must be able to give and receive feedback. Feedback is information to another about that person's effect on the feedback giver. A teacher may ask a consultant for feedback on his or her classroom management. The skilled consultant will communicate using descriptive and behavioral sentences, while avoiding evaluative labels. The information will be given in a somewhat tentative manner with an invitation for the receiver (e.g., teacher) to provide clarification. For example, the consultant might say, "For the ten minutes that I observed in your class I noticed you used five different techniques to help Collin begin his work. You reminded him, you stood by him, you asked another student to assist him, and you praised him when you saw that he had begun. Those are the ones I saw, did I miss any?" If the consultant had merely said, "You did great," the teacher would have received little useful information.

What if the consultant has observed a very "bad" situation and is asked to provide feedback? A supportive response would be: "I saw Molly out of her seat and not responsive to your attempt to get her to work. What I saw was that you relied on verbal reprimand. Seeing Molly's reaction makes me think that we should work together to generate some other activities or strategies. I may be off base, but I also sensed that you were pretty frustrated by the encounters. Your face seemed tight and tired."

It is also critical that the consultant receive feedback nondefensively. When someone praises the consultant it should be accepted graciously and with obvious gratitude. When a critical comment is made the consultant should listen attentively, ask clarifying questions if necessary, check with others to investigate the generalizability of the feedback, and ***not make excuses***. Below is an example of a possible exchange.

***Consultee***: That lesson plan you gave me had no effect on Brian. He didn't finish a single problem!

***Consultant***: Thanks for letting me know that there's a concern. Did Mark finish the work sheet I left for him? When can we spend a few minutes clarifying the problem so that I can be more helpful?

## Conclusion

Planned efforts to spread the teaching expertise of special education resource teachers are needed. The mainstreaming process will be greatly enhanced if a vehicle for smoothing the transition from special education to regular education is developed.

In addition, consultation programs have been shown to reduce the referral rates of mildly disabled children into expensive special services. The teacher receiving consultation about a special education child may learn skills useful for teaching the entire class. In this way, prevention of difficulties becomes a probable outcome of professional activity.

There is also the indirect, but very real, advantage of involving teachers with each other in problem-solving ways. Teaching has been called the "lonely profession" and is certainly subject to high attrition rates both in special and regular education. Collegial, supportive environments in which adults can turn nondefensively to others for help can reduce feelings of aloneness and burnout.

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# SETTING THE STAGE FOR SUCCESSFUL SCHOOL CONSULTATION

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In recent years theoreticians, policy makers, and educators have begun to examine the consulting teacher role as an alternative for providing supportive services to classroom teachers of mildly handicapped students (Conoley & Conoley, 1983; Heron & Harris, 1982; Idol-Maestas, 1983). The central idea of the consulting role is to expand and alter the teaching responsibilities of special education resource teachers to one of a helping teacher. In addition to offering some resource services, the consulting teachers provide indirect, consultative services to classroom teachers, helping them offer improved school programs for special needs learners. The recipients of these consultative services are typically of two types: (1) special education students assigned to mainstreamed classes, and (2) low achieving children floundering under the normal rigors and demands of large group, classroom instruction.

Consultants should be learning specialists who are skilled in assessing and remediating academic and social behavior problems. As learning specialists they should have knowledge of curricula, and possess skills in analyzing, sequencing, and modifying the same. Aside from these direct instruction skills consultants also must be skilled in communication and possess the ability to work cooperatively with other adults. Because of the importance of this second set of skills (those having to deal with human interactions), Idol-Maestas, Nevin and Paolucci-Whitcomb (in press) have expanded the definition of consultation to one of ***collaborative consultation***. They define collaborative consultation as an interactive program model which enables people with diverse expertise to generate creative solutions to mutually defined problems. The outcome is enhanced, altered, and differentiated from the solutions that any team member would produce independently. Specifically, these authors say that collaborative consultation promotes team ownership of the education of handicapped learners in the mainstream.

We have studied the graduates of the Illinois Resource/ Consulting Teacher program (Idol-Maestas & Ritter, 1985) in an attempt to identify teacher behaviors and attitudes that either enhance or serve as barriers to the collaborative process. The following is a summary of those findings and is intended to serve as an aid to practitioners who are challenged to redefine supportive services to include a consulting or helping teacher component. This information was gathered within the structure of a follow-up study of consulting teacher program graduates (n = 27). Procedural details and details of data analysis can be found in Idol-Maestas and Ritter (1985). The findings are discussed within two general categories: teacher behaviors that seem to facilitate collaborative consultation and those that serve as barriers.

## Facilitators of Collaborative Consultation

*Having the necessary time to consult.* Resource teachers have been studied in an attempt to find out how much time they actually spend consulting (Evans, 1980; Sargeant, 1981; Vasa et al., 1982). In general, reported time is quite low, ranging from less than 5 percent to 10 percent. The information in Table 1 reflects the amount of time our

Table 1

Amount of Time Graduates of Illinois Program Spend as Consulting Teachers

| Percent of Graduates | Time Spent |
|---|---|
| 46% | 5% |
| 23% | 10% |
| 15% | 15-20% |
| 15% | more than 75% |

graduates spend consulting. The majority of them still spend about 5 percent of their time consulting, even though they have been formally trained as consultants. Some spend virtually all of their time consulting, and nearly 40 percent of them consult anywhere from 10 percent to 20 percent of the time. As a group these people spend 50 percent or more of their time teaching directly; Vasa et al. (1982) reported similar findings.

School personnel who examine consulting teacher roles must give careful consideration to this time issue. In general, resource teachers serving as consultants should have at least one-third of their time set aside for these services. When teachers have little time allotted for consultation, some will not make the effort to find sufficient time. Others who do make an extra effort will find themselves working overtime and taking on more job responsibilities than their contract specifies. The latter situation is obviously unfair and produces another type of stress for teachers. Also, acting under severe time constraints themselves, consulting teachers can inadvertantly place unfair demands upon classroom teachers, asking them to squeeze in time for consultation during the hours which these teachers ordinarily use for preparation and relaxation. Finally, the consulting teacher may find that there is very little time left for working with the classroom teacher in the classroom. This work, an integral part of consultation, includes classroom observations and assessments, testing of teaching techniques and evaluation of consultative efforts.

Some special education positions may need to be redefined to include definitions of pupil:teacher ratios for both direct and indirect (consultative) services. In large districts, administrators may prefer to assign certain teachers to full-time consulting jobs and others to full-time direct teaching jobs, depending upon levels of expertise and individual styles of leadership. Not only does the special education teacher's time allocation have to be adjusted, but classroom teachers must be given at least a minimal amount of time for planning, preparation, and working with the classroom consultant. These allocations must be figured on an individual basis by looking at needs within individual school programs.

***Feeling comfortable in the consultant role.*** Although all of these teachers chose to prepare as consultants, not all of them felt comfortable while doing their preparatory work in consultation. As reflected in Table 2, one-third of them felt uncomfortable, although the majority reported being comfortable with this role. These responses seem to indicate that some persons are attracted naturally to this role and seem to enjoy the consultative process. Others are initially uncomfortable but grow to enjoy it; while some continue to feel uncomfortable in this role.

Table 2

Degree of Comfort Felt by Teachers While Completing Preparatory Training

| Percentage of Respondents | Degree of Comfort |
|---|---|
| 26% | Extremely comfortable |
| 30% | Fairly comfortable |
| 11% | Sometimes comfortable |
| 4% | Uncomfortable at the beginning; comfortable at the end of training |
| 30% | Uncomfortable |

These differential responses are related to the actual jobs these people have. Slightly over one-half of these teachers were actually consulting (59%), 11 percent would have liked to consult if given the opportunity, and one-third of them did not want to work as consulting teachers. Personal feelings of comfort are likely to reflect the fact that not all teachers trained to consult actually do so. It is probable that while some of those who feel uncomfortable will acclimate over time, some will never make the necessary adjustments. Program administrators would be wise to solicit input from teachers before assigning them to consultant roles, allowing those who feel uncomfortable to take on consulting responsibilities gradually or to be assigned only to direct teaching roles.

***Consultant skills***. We have examined responses related to different types of communicating and relating to others. For those teachers who were consulting, some definite patterns emerged. These people were self-confident about both their direct instruction and consulting skills. In fact, when asked what was the single most important skill learned in the preparation program, knowledge about direct instruction and data-based teaching was the most prevalent response. Teachers thought these technologically-based skills were the most important in lending credibility to their job as a consultant.

Teachers who consulted also perceived themselves as being assertive, as opposed to being aggressive or reticent. They described themselves as being leaders who were full of ideas and willing to share materials. They are inclined to deal in specifics, especially in defining types of learning and behavior problems. They are willing to take responsibility and perceive themselves as being good "communicators." Examples of these preferred communication skills included restating, paraphrasing, and using non-threatening confrontation skills. Consulting teachers are like scientists in that they are likely to describe themselves as being gatherers of information, operating in an investigative fashion to collect all of the pieces of information that complete the puzzle of the child's learning predicament in the classroom. They report that they are good at keeping notes (anecdotal records) about the consultations, but stress that this should not overshadow the interactions between the consulting and classroom teachers. They said they try to use an informal, common language instead of speaking special education "jargonese."

***Having a plan of action***. The majority of those consulting said that having a definite plan of action was an important strategy for accomplishing this role. This plan might include how the consultant will go about "selling" others on the idea of consultation, as well as ideas for implementing the consultation process and approximate timelines. The plans themselves were highly individualized, reflecting the student and faculty needs of the individual schools where the consulting teachers were employed. The majority of these teachers said that this plan of action must be allowed to develop gradually and informally. Many suggested that carrying out this plan was facilitated by offering both inservice sessions for other teachers and cross-age tutor programs to enhance individualized instruction. It is recommended that the inservice offerings come not only from the consultant but from others on the school staff as well. The consultant could play a key role in facilitating and encouraging other staff members to share their expertise in teaching difficult learners via the inservice sessions.

Also, it is recommended that the cross-age tutor programs be structured so that the tutors are merely carrying out replications of an established and successful instructional methodology developed by teachers. The tutors should not make instructional decisions but simply serve as "clones" of good instruction. The consultants viewed tutor programs as being especially facilitative because they are a mechanism for resource teachers to cluster groups of students for simultaneous, individualized instruction with a teacher serving as monitor. This provides openings in the consulting teacher's schedule for consulting during some parts of the school day while still serving substantial numbers of students via direct service.

***Finding forms of support.*** The consultants say that it was especially facilitative to identify and use various forms of personal and professional support. Consultants often obtained this support by describing via example the kinds of consultative services they might provide. One of the most effective ways to do this is to share examples of previous consultation work. Often the examples used by the teachers surveyed were projects completed during their practicum experiences. Many of these have been published in Idol-Maestas (1983). There was considerable variance as to the types of persons who might provide this support; however, the consultants were slightly more likely to seek out other special education and classroom teachers. Seventy-three percent said that they had personal support from an administrator. In fact, there was some correlation between support from the district superintendent and the amount of time spent consulting.

## The Barriers

***Staff resistance***. Nearly all of the consultants (85%) experienced initial resistance to the idea of their working as consultants. However, on the positive side, most of them felt that over time they had positively changed the attitudes of building administrators and classroom teachers, as well as other special education teachers. In general, special education program supervisors were viewed as having positive attitudes toward consultation from the beginning so attitudinal change was not a significant issue for these persons.

Since resistance was such a major problem, we asked the teachers who consulted how they coped with this resistance. A common response was to wait to be approached by the classroom teacher. Note that this may not be a particularly good strategy as it is the exact opposite of the major finding that promoting the idea of consultation is an important facilitative strategy. Another frequently mentioned strategy for dealing with resistance was talking out difficulties with the resistor by directly confronting the problem or issue. An example of positive confrontation would be the following. The consulting teacher and classroom teacher would need to find a convenient time for discussion. The consulting teacher could begin by saying, "I'd like for us to talk together about ***our*** work with (student's name)." Then, to initiate the actual conversation in the meeting, the consulting teacher might say, "I'm concerned about (brief description of the problem) and would like to share my perceptions with you, anticipating that you'll tell me where our perceptions are similar and where they differ."

A few of the teachers surveyed said that the best way to deal with resistance was to discontinue the consultative services. In some cases, this may be the best solution, giving the resistor time to work alone, possibly resulting in an improved relationship over time. Forcing people to collaborate is most likely to result in failure.

School administrators and inservice staff development personnel must plan carefully to help sort out negative teacher attitudes toward working with consulting teachers and handicapped students (if the latter is a real problem). Some of this resistance is likely to be avoided if all school personnel are provided with sufficient information about teacher consultative services.

***Feeling uncomfortable***. One-third of these teachers said they were uncomfortable in the consulting role. A few said they preferred not to consult and thus made no efforts to expand their direct service role to one of consulting. Depending on the particular questionnaire item, 19 percent to 38 percent of the teachers felt they had interpersonal traits and situations that detracted from the consultation process. Some examples were having minimal faculty approval, lacking confidence in the skills of their consultees (classroom teachers), having insufficient materials, being unenthusiastic about consulting, preferring to take a conservative and safe approach by avoiding confrontation, and being ***too*** willing to take responsibility for the educational programs of the handicapped.

As a group, these teachers recognize how easily they are affected by the moods of others and feel that this influences their collaborative work. Most felt that their own responses to others varied depending upon their mood at a particular time and place.

***Failure to promote and support.*** During their preparation program these teachers were encouraged to sell the idea of a consulting teacher in their schools and districts. Nearly one-half of them said they did not discuss this issue during their initial job interview, feeling more comfortable applying for jobs as teachers for traditional pull-out special education programs. They did not attempt to discuss the possibility of expanding a job role to include consultation, even though their credentials indicated preservice preparation in consultation. One-third of these graduates also had no formal plan for development of consultative services, although the majority of those who were successful said this was very important.

A few teachers said that the primary reason they were not consulting was lack of administrative support. In fact, only half of the respondents felt they had open and unconditional support from school administrators. The burden of implementing change should not be placed upon the shoulders of individual teachers interested in developing collaborative relationships among special and classroom teachers. Rather the impetus for change and innovation should be a "top-down" approach by school administrators who take leadership roles in the development of school consultation programs. The reader is advised to examine the development of the Vermont consulting teacher program, which is a cooperative effort among the Vermont State Department of Education, Vermont school districts, and the University of Vermont (McKenzie, 1972; McKenzie et al., 1970). Another important resource is a discussion of important considerations for developing consultation programs (Friend, 1985).

In asking the teachers to identify the single most important barrier to consultation, nearly one-half of them said that classroom teachers did not want exceptional children in their classes. The reader is reminded that these are the perceptions of the program graduates; the perceptions may be accurate or they may reflect distorted perceptions, not representative of the true feelings of the classroom teachers. This is an unresolved issue but certainly one that teachers learning to work collaboratively should explore. It is important that teacher teams work through a communicative process that results in a shared ownership of the learning of the handicapped. The reader is referred to Idol-Maestas et al.(in press) for elaboration and recommendations for how to facilitate the evolution of this perception of team ownership.

## Summary

The self-perceptions of this group of teachers, formally prepared as consultants, have provided a glimpse into a complex picture of factors influencing successful school consultation. Some prevalent types of behaviors and patterns emerged as being facilitative in developing collaborative relationships among teachers. But perhaps more intriguing are those indicators of possible barriers to the development of consulting teacher programs. Ahead lie two challenges: one of identifying the best combinations of teacher characteristics likely to encourage collaborative endeavors, and one of developing an administrative system to support these endeavors.

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# THE TEACHER CONSULTANT AT THE SECONDARY LEVEL: JUST RIGHT OF CENTER

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As a result of Public Law 94-142 (The Education for all Handicapped Children Act of 1975), special education teachers' roles have expanded to include that of teacher consultant. The teacher consultant (TC) is expected to provide direct service to mainstreamed students, as well as indirect services through consultation with school personnel about these students. The purpose of this paper is to describe a teacher consultant model for the secondary level. This model is currently being implemented in the Ann Arbor (MI) Public Schools. Experience with the model has indicated that it has both strengths and weaknesses. These will be described in the paper and suggestions will be made for improving various aspects of the model.

## Level 1: Providing Direct Services

Direct services to students can be be considered as Level 1 in the TC's catalog of services and offerings. Direct services are defined as those things which the TC does to or with the students (see Table 1). Students receiving direct service at the secondary level generally are limited to one class period of contact time with the TC per day. The maximum caseload usually is 25 students per consultant. However, the TC does not see all 25 students regularly. At any given time one TC may have up to five students. The majority of students taking advantage of the service are mildly mentally retarded, learning disabled, or emotionally disturbed (as defined by P.L. 94-142). Students generally do not earn high school credit while working with the TC.

Table 1

Teacher Consultant Model

| Level 1: Direct Services (To/With) | Level 2: Indirect Services (For) |
|---|---|
| Tutoring | Liaison/Mediator |
| Tests | Consulting with Teachers<br>Behavior<br>Attendance<br>Adaptation of Materials<br>Adaptation of Assignments |
| Homework | |
| Dictations of Lessons | |
| Discussions | Counselor and Class Administrator Contact |
| Schedule Planning | Parent Contact |
| Personal Counseling | |

*Academic assistance*. The major strength of the direct service approach has been that of maintaining student success in regular education content classes. In the academic area, the TC provides direct service to students by using several types of compensatory strategies. First, students who need help in their content classes are provided additional instruction in specific subjects. This includes probing for understanding and filling in areas of little or no understanding. Students frequently find American History a difficult subject. The TC may begin by trying to find something in the lesson that the student can relate to, perhaps a name, a city, or a date. For example, to help a student answer the question, "Why did the colonists come to the New World?", the TC might pose questions such as:

* Do you always want to live in this city?
* Where else would you like to live?
* How would you want to get there?
* How would you earn money?

Then the TC would take the student's concrete, experience-based answers and use them as the basis for discussing other, more abstract reasons why the colonists came to the New World.

The TC also uses various strategies to help students compensate for difficulties caused by the specific mechanics or format of assignments. For example, tests, homework and other assignments are read to students who have problems with reading. Relieving students of the mechanics of reading allows them to concentrate on their response. As another example, it is appropriate for some students who have writing difficulties to dictate answers to the TC. Dictation allows the expression of students' words and concepts. The students can then recopy this dictation in their own handwriting.

However, this academic emphasis is not without problems. The major difficulty in providing academic direct support to students is the TC's own lack of knowledge in all the content areas. Special education teacher preparation programs generally focus on the development of expertise in individualized instruction for specific handicap areas. The ***process*** by which students learn basic skills rather than the actual ***content*** of learning is emphasized. While most TCs will have some content expertise in one or two areas, they cannot be expected to be experts in all of the content to which their students are exposed at the secondary level. This situation presents particular difficulties when the student brings from the regular class mathematical equations, science formulas or social science questions which require that content be addressed in depth.

An emphasis on academic support also conflicts with the demand that the TC provide instruction to remediate students' handicaps. A great deal of tension exists in balancing "getting through" content classes with closing skill gaps related to a handicap. This distinction becomes even more apparent when the student is expected to complete a regular class activity requiring prerequisite skills which the student does not have. The dilemma for the TC becomes one of deciding whether or not to teach basic skills such as reading, to teach the course content, or to merely have the student complete, with little comprehension, one particular assignment. Though many TCs would *like* to do remedial instruction, the constraints of time and the student's frustration keep this from happening, and thus, emphasis is placed on compensation.

***Suggestions for providing effective academic services.*** The TC can address the need to provide in-depth content instruction in several ways. First, if the school has several teacher consultants who work as a team, the TC may switch a student to another team member who has expertise in the content area with which the student is having difficulty. Second, through informal, personal contact with teachers in the building, the TC can identify those who might be willing to provide students with extra help. The TC can arrange for students to meet briefly with teachers during their planning period. Third, many schools have a number of student teachers who may welcome additional opportunities to practice teaching by helping individual students who have problems related to a content area. The TC also can set up an afternoon tutoring lab staffed by adult volunteers with expertise in specific content areas. The volunteers may be members of the community or local university students. Athletes acting as tutors can be particularly effective role models for secondary students. Finally, when content questions arise, the TC may want to meet immediately with the classroom teacher to suggest certain adjustments based on the student's needs and capabilities. For example, the possibility of substituting curriculum materials with an easier reading level can be discussed. TCs usually develop extensive collections of such materials in the different content areas. In a later section of the paper which describes Level 2 (indirect services), there is a more detailed discussion of the contacts between TCs and classroom teachers.

Since much of the academic assistance provided to students by TCs consists of tutoring, how can instruction best be organized when the TC is responsible for up to five students at the same time? At the secondary level, each student usually is working on a different task and the TC rarely can provide group instruction. There are several strategies the TC can use to meet the individual academic needs of students. One solution is to seat several students in close proximity to the TC. While students work on individual projects, the TC can answer questions as they arise, talking with one student and then another for brief periods. This is certainly a difficult juggling act, requiring close monitoring of students as they work. The TC also can make arrangements for increased contact time with students who need extensive tutoring. Meetings with the TC can take place after school or during lunch. Students can be removed from study hall or be released from subject area instruction so that extra time can be spent in the resource room. The TC should be careful not to add to the student's workload during this extra contact time by assigning additional homework. Handicapped students have more than enough work to do in completing regular class assignments and can easily become overwhelmed.

***Personal assistance***. Most of the available time devoted to direct service is taken up by demands for academic assistance. In those moments when academic demands have been met, the TC often becomes involved in discussions with students about related topics. Issues such as getting along with teachers, attendance at school and classes, and work after school are frequent topics. Scheduling time for homework and learning how to take tests also are discussed. Periodically, students ask for suggestions concerning courses they might like to take the next semester or next year. The TC can encourage and direct students by helping them choose subjects that not only build on their strengths but provide opportunities for practice in weak areas. Course selections frequently lead to discussions about students' perceptions of their progress, both personal and academic, and about their ability to get along with peers and adults.

One of the greatest strengths of the Teacher Consultant program lies in its closeness to the students' everyday classroom life. The TC sees them daily, in an assigned hour, which adds to their sense of security and belonging. Often the TC finds that he/she is dealing with broken hearts, unrequited loves, fights with peers and parents, drug use, and general growing pains. Students can experience depression to the point of attempted suicide, though not characteristically over academics. Students' "other life" agendas so overshadow the academic agenda that they often become completely preoccupied with their current crises.

***Suggestions for providing effective personal assistance.*** In dealing with the needs of the person, the TC must be careful that he/she does not take on the role of therapist instead of educator. While any job that requires working with people has some of the characteristics of therapy, the TC must not forget that the primary role is that of teacher. It is difficult to keep this perspective when a student has an assignment due, yet is so preoccupied with family or personal problems that he/she cannot concentrate on something as remote as the Boston Tea Party. In a case such as this, the TC most likely would close the textbook, lay down the pencil, sit back and help the student work through the preoccupying problem. However, once student concerns have been expressed, the TC would encourage a return to the textbook to avoid creating more problems.

### Level 2: Indirect Services

When providing indirect services for students, the TC works with regular classroom teachers, counselors, class administrators, and parents (see Table 1). Through these contacts with school personnel and parents, the TC can gain a better understanding of students and work more effectively to enhance their educational success.

***Regular classroom teachers***. The TC acts as a liaison or mediator with regular classroom teachers. While this may occur at the request of the student, often the TC contacts teachers about specific issues without first consulting with the student. Contact is made when there is a need to give specific feedback to teachers or to get clarification from teachers about certain issues such as assignments, attendance problems, deadlines for projects, and preparation for tests. The TC also may suggest adaptations of materials, assignments or time requirements for students. At the teacher's request, the TC may spend time consulting with the teacher about classroom behavior management strategies. The latter has become a more frequent task, and as a result, the teacher gains expertise in managing other students in the class who demonstrate the same types of behaviors as the certified students.

When working with teachers, the TC must overcome many obstacles. First, time is a precious commodity for both the regular classroom teacher and the TC. It also is very important to respect regular teachers' expertise. It is, after all, the "square holes" of regular classrooms into which the TC is attempting to fit "round pegs." In addition, secondary teachers have not had many methods classes that would raise their levels of awareness and sensitivity about handicapped students. While classroom teachers know and love their field, they are not always aware of how to handle deviant behavior and unconventional learning styles, nor do they always wish to do so. Finally, the TC may lack credibility in a particular content area, resulting in regular teachers' resistance to suggestions.

***Suggestions for gaining teacher cooperation.*** Support from regular teachers will be more likely when they feel that they can trust the TC's judgment and ability. To develop this trust, the TC should never promise more than he/she can deliver ***and*** deliver what is promised. For instance, it would be unwise to promise that the student will hand in a seven-page, error-free typed paper on time. Also, regular classroom teachers who have hard to teach students need frequent reminders that these students are human, can learn, and should not be made to feel different in the classroom. The TC can inform the teacher of concerns which students have expressed about the class such as: amount of work, frequency of work, unreasonable deadlines, material which is difficult to understand, and uncertainty over what the teacher wants. The TC should encourage teachers to catch students being good.

The interpersonal communication skills of the TC are very often put to the test in efforts to develop and maintain fruitful professional relationships with regular teachers. The TC must communicate regularly through notes and personal contacts to keep the classroom teacher aware of where the student is in relation to the class. In addition, regular teachers need to feel supported and sustained rather than feeling alone when trying to teach special education students. As important as it is for students to be caught being good, it is equally effective to catch the teacher being good. The TC can compliment regular teachers on effective strategies, lessons and presentations they have made. Also, the TC can compliment or acknowledge those teachers who take on the task of managing special education students in a laboratory, on an athletic field, during a field trip, or in other informal settings.

***Counselors and class administrators***. The TC also makes contact with counselors for or about students. A major area is class selection and scheduling. The TC may be asked to suggest alternatives for specific courses or curriculum. Actual scheduling, however, remains the student's and counselor's responsibility. Choosing a workable class schedule that both challenges and helps the student feel successful is difficult. For some students, coping with required classes stretches the patience and endurance of all parties. While the TC is often the first to know when a student is failing a class, the counselor must be made aware of the problem and be involved in generating solutions. The TC also refers students to counselors for career/vocational guidance and for assistance with issues such as substance abuse or problematic attendance.

Contact with class administrators or assistant principals usually concerns problem solving. In many schools, the class administrators deal mainly with discipline problems. Traditionally, secondary schools have used suspension/expulsion as a problem-solving technique in dealing with the issue of orderliness in the school. This *solution*, however, can seriously interrupt an ongoing relationship that the TC may be developing with the student, to say nothing of what it does to the student's class performance and self-esteem. The TC often becomes involved after specific or chronic behavior problems have come to the administrator's attention. The TC may be asked to provide evidence that the rule-breaking behavior is a result of the student's handicap. Only then can exceptions be made to school discipline policy. However, the TC must be careful that demands for a more creative, humane response to problem behavior do not result in exempting students from "real world" responsibilities.

***Suggestions for cooperation with administrators***. It can be difficult to schedule meetings with school administrators. Because of the large numbers of students for which counselors and principals are responsible, TCs make great demands on their time and cooperation when asking them to deal with students on an individual basis. Issues such as class scheduling and even adherence to school rules are often addressed at the Individual Educational Planning Committee (IEPC) meeting with the student present. Counselors and principals are urged to attend these IEPC meetings. It is especially important that they be involved in meetings when the student is changing levels, from ninth to tenth grade for example.

***Parents***. Contact also is maintained with parents. The TC discusses with them their own goals for the student, as well as any academic and vocational plans. In addition, the TC tries to provide parents with additional feedback about school performance. By the time their children reach the tenth grade, parents often believe they have reached their personal limitation in providing help. While the closeness of the elementary years is over, parents are reassured, knowing that the TC is picking up their concern and attempting to help their child through the next three years.

The TC can encounter difficulty with parents because of the history of problems which parents have had with the school regarding their child. Thus, some parents' level of involvement or investment in the educational process may be very low. Others are intensely interested, but do not know how to gradually let go and allow the student to grow up as a free, independent individual. In addition, parents may be so preoccupied with normal adolescent rebellion at home that school issues become less critical to them.

***Suggestions for parent involvement.*** Parent involvement most often occurs when the Individual Education Plan (IEP) is developed. As a matter of course, the IEPC meeting is arranged at a time convenient for the parent and the parents are encouraged to contribute information as well as suggestions for programming. Also, when parents have concerns about their children, they are encouraged to call the TC at school to express this concern.

## Implications

The success of the TC model, based on the Ann Arbor experience, has rested on three major factors. Of foremost importance is the character and personality of the TC. He/ she must demonstrate hard work, honesty and caring in order to be effective. The TCs that have worked in the program thus far have demonstrated these personal characteristics and classroom teachers expect to find these qualities in all TCs.

Once entry has been achieved, TCs must demonstrate high levels of skill in working with both students and adults. They have to be both a good teacher and a good consultant. The credibility of the TC within the school rests on the ability to juggle both roles on an as-needed basis. The TC must have an innate understanding of when to be a teacher and when to be a consultant. If, for instance, the goal for a particular student is to achieve greater independence, then the TC must concentrate on providing indirect, rather than direct, instructional services.

Finally, the TC must be able to manage time effectively. Again, if the goal for one student is to become more independent, then the TC should consider spending less time in direct contact with the student and work with other staff members to develop reasonable schedules for meetings concerning that student. However, other students assigned to the TC may require more direct service and thus a different allocation of the TC's time.

Teacher Consultants have been charged with a most critical role in providing handicapped students with appropriate education in least restrictive environments. While finding the right balance between direct and indirect services for each student is a difficult and challenging task, it is well worth the effort if it results in handicapped adolescents receiving a significant portion of their education with their nonhandicapped peers.

# CONSULTANT BELIEFS WHICH MAKE A SIGNIFICANT DIFFERENCE IN CONSULTATION

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It is reasonable to assume that our effectiveness in helping others bring about change, resolve conflicts, solve problems, and improve the quality of life in their organizations is strongly influenced by the psychological glasses we wear for seeing the people and events before us. These glasses are comprised of the particular beliefs each of us has learned about what people are generally like and about what is generally helpful and unhelpful for the socio-emotional health and development of people. Thus, the decisions we make as consultants and how we put our consulting skills to use are largely determined by our own frame of reference, whether we are aware of it or not (Shaver & Strong, 1982). Since consultant beliefs influence consultant behavior, it would seem wise to occasionally take stock and reexamine our beliefs, asking ourselves such questions as: Is this belief which I hold about people consistent with the present state of knowledge about human behavior? To what extent are my general beliefs about people in the greatest service of their growth and development? Consultants who are interested in this kind of reflective introspection may find what follows to be somewhat intriguing. While these ideas are addressed particularly to professionals who consult in special education settings, the process of consulting is sufficiently generic to render the ideas relevant to almost all settings.

The following are statements of belief which I have heard expressed in one form or another by colleagues who spend part or all of their professional time as consultants. With which ones do you agree? With which do you disagree?

* More often than not, most persons tell the truth about themselves.
* A most successful way to receive a favor or service from another person is to do that person a favor or service first.
* Wrong-doing holds little promise for the enhancement of daily living.
* Most persons prefer to be directed by responsible leadership.
* Evaluation of performance, while sometimes a disliked responsibility, can be an importantly helpful service one person performs for another.
* The deepest and most personal thoughts and feelings of a person are usually unique and specific to that person's own life situation.
* Whenever possible, we should try to help persons feel good about themselves.
* It is good practice to try to present a good image of oneself to others.
* Clarity and specificity of objectives in learning is more a good than a bad thing.
* Most persons resist change rather than seek it.

The beliefs listed above seem to be held by fair-minded, well-intentioned people. However, in this paper I will suggest a rationale for an alternative or contrary perspective on each belief and include in each case an implication for consultant behavior.

## Most People Tell the Truth About Themselves

There are many findings (Greenwald, 1980) from recent research in personality, cognitive, and social psychology which demonstrate that people tend to fabricate and revise their personal histories. These biased accountings of experience are probably more characteristic of normal personalities than most of us realize. Early experiments (Bartlett, 1932) indicated that the personal past is being continually remade and reconstructed in the interests of the present. Further, it has been observed (Wixon & Laird, 1976) that we tend to be poor historians of our own lives, since we are often inattentive while life experience is in progress and we become revisionists who will justify the present by changing the past. For instance, a review of several studies that compared teachers' reports of their own classroom behavior with the reports of observers showed the existence of sizeable discrepancies (Hook & Rosenshine, 1979). Observations of a wide range of professionals in leadership roles (Argyris & Schon, 1975) indicate not only this same kind of gap, but both an unawareness of it plus an unawareness of that unawareness. These findings are not intended to be slurs against humanity. They may serve, though, to raise our consciousness of at least two forces at work: most persons have not been helped to develop skill in estimating their behavior and then checking against actual performance; and we all seek validation of the positiveness of our contribution during our lives. One implication for consultant behavior is not to act untrusting of clients[1] whose reports of their past performances are inconsistent with others' observations. Instead, it is important to be understanding of the normality of error in our recollections of our recent and distant past and of all persons' underlying wish to do well at their chosen work.

## The Most Successful Way to Get Favors

In regard to the belief that the most successful way to get favors is to give them, I turn to a report and advice from the autobiography of Benjamin Franklin. Franklin recalls his own disturbance over the opposition of an influential member of the House when Franklin was running for clerk of the General Assembly of Pennsylvania. Instead of paying any servile respect to the man, Franklin wrote him a note expressing a desire to borrow a scarce book from his library. The man sent it immediately and Franklin returned it after a short period with a note of strong thanks for the favor. From then onward, the man expressed his readiness to serve Franklin and the two became lifelong friends. Franklin offers the maxim, "He that has once done you a kindness will be more ready to do you another than he whom you yourself have obliged" (Franklin, 1916, pp. 216-217). The intention here is not to dissuade persons from doing kind things for others, but to show that allowing, accepting, and treasuring kind things from others is a strong force toward receiving their continued kindness, deep friendship, and helpfulness. One implication for consultant behavior is not to involve oneself in the interpersonal politics of favor-giving as a means of gaining influence over clients. Instead, the consultant is well-advised to trust both his or her honest efforts at helpfulness and an open receptiveness to extensions of good will from clients as means of acquiring legitimate power as an agent of change.

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[1] In the field of special education consultation, the regular classroom teacher usually is identified as the consultee. In this paper the term client, rather than consultee, is used in keeping with the terminology used in the general consultation literature.

### The Potential of Wrong-Doing

There is one potential of wrong-doing which has been realized over the ages: The goodness of many things has been strengthened through the existence of their opposites. Thus, the power and attractiveness of constructive efforts is often strengthened by the clear imagery of destructive efforts. If one accepts that wherever behavior exists, then misbehavior as well as good behavior and unhelpfulness as well as helpfulness will be givens, one is faced with what can be done with misbehavior and unhelpfulness in the service of everyday life. They can be treated as essential reminders for the maintenance and furtherance of the opposite. For quite some time I did not understand why the imagery of the wrongdoings of Hitler and their terrible consequences was kept alive in Germany--in movies, television, books, and school curricular experiences. I eventually learned from German teachers that this was one effort at educating young people toward the need for a humane society and a watchfulness against the revival of prior inhumanity. This is not to say that one ought to promote wrongdoing, but that one might treat it as a given in the stream of daily events. One implication for consultants is to help clients not hide from either their own misappropriated efforts or the wrong-doing of those for whom they are responsible. Instead, clients may reap more positive results if they are helped to learn how to face such things and examine them as sources of growth and increased competency.

## The Preference for Responsible Leadership

I now turn to the belief that most persons prefer to be directed by responsible leadership. A more accurate statement would seem to be that most persons prefer to be directed by themselves rather than by any leadership. Much has been written from different perspectives (Berelson & Steiner, 1964; Olson, 1959; Zeleny, 1981) about the natural drive and capacity of persons to direct and help themselves, even though this drive is sometimes masked by short term expressions of impotency and accompanying desires for quick answers and minimum involvement in co-determination (Fried, 1970). This is an undergirding rationale of non-directive counseling, student-centered teaching, and participative management. The extensive number of leadership training agencies and programs in this country may be viewed as testimony to the preference of persons to direct themselves. The peculiar nature of this testimony is that people in ascribed leadership roles continually have difficulty directing all those people who naturally do not wish to be directed, regardless of the number and variety of strategies developed for this purpose. Fortunately, many leadership training programs now operate with the realization that leadership training can mean helping leaders learn how to help persons lead themselves. Accordingly, it would seem wise for consultants to resist the occasional temptation to ***prescriptively*** present clients with solutions to problems or even procedures for moving toward solutions. Instead, consultants can pose alternatives, update the client's thinking skills for considering alternatives, maintain a relationship of support and encouragement, and keep salient the intellectual and emotional challenge of task accomplishment and learning how to learn (Csikszentmihalyi, 1975).

**The Helpfulness of Evaluation**

Several researchers and practitioners, including Rogers (1955) and Gibb (1961), have made it abundantly clear that when evaluation and judgment enter an interpersonal relationship, there is damage to the health and trustfulness of the relationship and to either party's receptiveness to being influenced by the other. What can be helpful to the growth and development of either person are feedback processes which involve nonevaluative observation of behavior, nonjudgemental citing of consequences, and inquiry into whether the consequences are in line with the behaver's intentions. It is when evaluation becomes inappropriately synonymous with feedback and terms such as "positive feedback" (praise) and "negative feedback" (criticism) are employed and put into action that expected losses of personal and social esteem are likely to occur, resistances are likely to be aroused, and the possibilities of mutual helpfulness deteriorate (Farson, 1963; Gibb, 1964). By its nature, feedback is comprised of neutral information and there would seem to be no such things as positive or negative feedback. One implication which would logically appear to follow from this perspective is that consultants can be of greatest service to the successful implementation of their clients' projects if they help clients consider various mechanisms for obtaining ongoing and accurate feedback concerning participant efforts.

**The Uniqueness of Each Person's Thoughts and Feelings**

Regarding the belief about the uniqueness of each person's deepest and most personal thoughts and feelings, I would like to quote the following statement from Carl Rogers (1980):

> I have learned that if I can be close to what's going on in me and can communicate that to the other person, it is very likely to strike some deep note in him and to advance our relationship. . . . One of the things I have gradually learned is that what is most private to me is also most universal (p. 15).

From decades of experience in successful counseling and psychotherapy, Rogers seems to be speaking not only about the universality of his own private feelings, but also about his experiencing the universality of all people's deepest feelings. Perhaps what we can most readily understand in others, when we reduce our hesitancy in hearing, are those deeply personal feelings which are inherent in each of us and contribute to our being human. This is not at all to preclude the valuing of the preciousness of each person's thoughts and feelings, but it is to have fullest appreciation for the dimensions of likeness which link all of us together and which make the empathic response all the more possible. It would seem, then, that consultants can make significant contributions to the depth of their clients' interpersonal communication to the extent that they help them not only view each other as unique individuals, but also listen to each other with an appreciation that the others' personal concerns are understandable through their universality.

## Helping Persons Feel Good About Themselves

That persons should feel good about themselves whenever it is humanly possible and that others are well advised to help them do so surely seems to be a commonly held belief among caring people. At the same time, many people have shared with me that their efforts at unintrusively and caringly helping others feel positive about themselves were rebuffed at moments when these others were wrestling with bad self-feelings. It was as though these persons were saying that they were using that occasion to gather courage to look squarely at a disliked aspect of themselves that had just expressed itself in their behavior. They seemed to be asking for the private space to come to terms with this part of themselves, to possibly embrace it as part of their uniqueness or view it as a potentially modifiable aspect of self. They appeared to be saying that they were learning how to feel good about feeling bad about themselves when it seemed warranted. They did not have to fall apart on such occasions, but sought to emerge intact and more mature for the wear and tear on the system. Two social scientists speak positively of this process as "learning to love your core of rot" (Seashore & Malcolm, 1979). In an article which reviews studies on strategies for helping the lonely and socially isolated, cautions are presented against insensitive intrusions into people's lives which press them further into their isolation (Rook, 1984). Also, one can view the act of not intervening in other persons' efforts at learning how to feel good about justifiably feeling bad about themselves as assisting them in their development of an internal locus of control and increasing their sense of self determination and well-being (Deci, 1980). The implication for consultants may be rather obvious. When aware that a client is directing negative attributions toward self and even appears troubled over the experience, the consultant may be a more valued source of support and learning by sincerely asking if help is needed and then, if it is rejected, sensitively keeping assistance within reach in case it is needed later. This behavior would be more in line with the revised perspective on this belief than rushing to rescue the client from his or her own struggle.

## Presenting a Good Image of Oneself to Others

Many of us have been socialized to always try to put our best foot forward to present the best image we can, and sometimes to do so in order to meet what we perceive to be the pressures of the particular situation. Erving Goffman (1963) points out the following from his careful observations of human interaction:

> The individual does not go about merely going about his business. He goes about constrained to sustain a viable image of himself in the eyes of others. The individual constantly employs little 'schticks' to keep himself in some sort of defensible position. He engages in little performances to actively portray a relationship to such rules as might be taken to be binding on him (p. 64).

Thus, the presentation of self, by its very nature, would seem to be a defense against being known and would contribute to an inauthenticity in relationships and an alienation of self not only from others but eventually from one's own self. The implication for consultants seems clear. Since authenticity or genuineness is a well-recognized condition of the helpful consultant-client relationship (Rogers, 1957) and since the facilitation of meaningful connections between persons is favored over the development of psychological distance, consultants can be more helpful to their clients if they find ways to *be* a self rather than to *present* a self. Consultant efforts purposely spent at being seen by the client in positive ways can be directed more productively at just applying the consultant's wisdom, skill and knowledge to the client's needs.

**Clarity and Specificity in Objectives**

While many psychology and education experts currently advise practitioners of teaching and schooling that they should be very precise, clear and behavioral in their development of educational objectives, it may be wise to question ready adherence to this advice. It seems possible that if one defines, with specificity, where one wishes to end up as a result of educational efforts, then one strongly precludes ending up at a place which one could not have imagined at the beginning of the venture. Thus, the meticulous predetermination of outcomes would appear to reduce the opportunity for honest, open inquiry into the future. This is akin to the sometimes standard research practice of formulating pre-established hypotheses rather than searching for answers to well-defined questions. I believe that it is the particular nature of efforts toward personal growth and improvement that one moves from a state of less satisfaction with present behaviors and awarenesses toward one of greater satisfaction with new, renewed, or modified behaviors and awarenesses. Further, it seems most likely that the precise substance of the best state of improvement is not truly known until one arrives there, and that the experience of moving toward a best state holds greater potential for discovering that truly best state than anticipating it a priori. From this perspective, then, the promotion of richest growth occurs when one develops an image of a goal, aspiration, or hoped-for outcome, and then searchingly and openly makes efforts toward this ***goalward imagery***. With this sense of ***directionality***, the person moves toward an as-yet-to-be-discovered outcome which probably changes as one moves closer to it. Each change is likely to clarify the developing outcome as well as the emergent paths toward it. The implication for consultant behavior is not to press clients for high specificity in their goals, but, instead, to help them use their likely states of indecision and unclarity to develop a tentatively pictured image of a desired change. Then, with that sense of directionality, the consultant can help them maintain a receptiveness to seeking, engaging, and being open to the potential learning opportunities which seem to be within the boundaries of that directionality.

### Resistance to Change

Finally, I wish to speak to the belief about resistance to change. For some time now I have held (Menlo, 1980) a speculation that persons do not resist change--a speculation that is contrary to mainstream social psychological literature on the dynamics of change. Such literature claims that resistance to change (any conduct that serves to maintain the status quo in the face of pressures to alter the status quo) is a natural human phenomenon (Huse, 1980), that the self-system tends to be resistant to change (Swensen, 1983), and that resistance is the most commonly encountered response to an advocated change (Zaltman, 1977). My notion has been that all living systems have an inherent drive for change--an activeness, curiosity, and search for betterment--and that daily life is comprised of a multitude of receptive responses to requests for action and change initiated by self and others. In support of this view is the bio-chemistry and bio-energetics outlook (Szent-Gyoergui, 1974) concerning the natural desire of all living things to change toward a state of greater perfection. Fried (1970) observes, from a psychotherapeutic perspective, that one of the basic needs of all humans is to actively tackle life, to make human contacts, and to exercise will and skills. Also, Miller (1978) notes that the biology of the body is one of inter-cellular action and proposes this as a microcosm of the nature of interpersonal relationships. I have speculated further that, instead of resisting change, persons resist expected consequences of change which will diminish their self or social esteem or involve their loss of such things as power and material belongings. When these expectations of loss of elements significant to the person arise in the consciousness of the person, then the natural drive for change is halted as the energy of the person is directed into resisting the expected loss. It is not until the person can reduce the expectation of loss, gain a sense of control over the loss process, or reframe the expected loss into a non-loss or tolerable loss, that the resistance to it will be reduced or eliminated. When this expectation of loss is not present, then persons are free to exercise their natural strivings for action and change. A recent small study (Menlo, 1984) confirmed, on a preliminary basis, that adults do not appear to resist change but, instead, do appear to resist losses of a personal or social nature which they expect to occur as a result of their engaging in a requested change. A major implication of this belief, which relocates the target of resistance from change to loss, would be for consultants to design genuine opportunities for all persons who are affected by a change to participate in its planning from the earliest stages. In this way they can maintain a sense of influence over the likely consequences and develop a sense of optimism about possibilities. Consultants may also help clients develop a strong appreciation and excitement for the gains which the change makes possible so that they can view potentially less positive consequences for themselves as tolerable losses. It would also seem appropriate at times for consultants to help clients view an expected loss as an opportunity to work on a problem and learn from it, thus helping clients reframe the expected loss so that it has elements of gain.

In summary, I have tried to pique your interest in considering the viability of belief positions which run counter to what seems to be usual for a large number of people. If your interest was stimulated, you might try to identify other common beliefs and then develop statements of rationale for contrary positions. Or you may wish to try the ones presented here on your colleagues. Another possibility is to try to identify further behavioral consequences for agreement and disagreement on each of the ten beliefs. I think the benefits of such activities are increased awareness of the alternative ways of viewing the world, more sensitivity to the relationship between belief and behavior, and heightened consciousness of the choice-making in belief and behavior which is available to each of us.

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# THE HUMAN DIMENSION OF CONSULTATION

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Since the passage of Public Law 94-142 (The Education for All Handicapped Children Act of 1975), there has been an increased focus on the role of regular class teachers in delivering educational services to mildly handicapped students. The increased responsibilities accompanying this role have required regular class teachers to enlarge the depth and breadth of their knowledge and skills in adapting curriculum, methods, and materials to meet the needs of mainstreamed students. Special education personnel have been called upon to assist regular education teachers in developing these new skills. Delivery of these services to regular class teachers has been addressed using a variety of models. One model which has been shown to be both effective and efficient in the educational setting is that of teacher consultation (Conoley, Apter & Conoley, 1981; Idol-Maestas, 1983; Knight, Meyers, Paolucci-Whitcomb, Hasazi & Nevin, 1981; Lew, Mesch & Lates, 1982).

The consultation model according to Conoley and Conoley (1982) allows for a voluntary, non-supervisory relationship between the special education teacher acting in the role of consultant and the regular class teacher acting in the role of consultee. To ensure the development of a productive relationship, it is critical for the special education consultant to focus on the process as well as the product of consultation. Certain perceptions that the consultant brings to the relationship can either facilitate or hinder collaboration. There are two types of perceptions which seem to be particularly important influences upon the collaborative process: the consultant's perception of the consultee; and the consultant's perception of his/her role. In this paper various aspects of these two perceptions will be described as will be strategies which the special education consultant can use to promote successful collaboration with regular education teachers.

## The Consultant's Perception of the Consultee

In the early stages of consultation, the special education consultant's views about regular education teachers in general can strongly influence the nature of the relationship. The consultant can view regular education teachers as cooperative or antagonistic, competent or incompetent, good or bad, strong or weak. For a collaborative relationship to develop, the consultant needs to be aware of his/her own views of regular teachers and then do all that is possible to project or convey certain positive views. Specifically, the consultant needs to view the regular education teacher as a valued and feeling human being who cares about teaching and students. Further, the consultant should assume that the teacher is doing nothing harmful to students, but is interested in learning how to do a better job of teaching.

If these perceptions are successfully conveyed to the teacher, then suggestions and decisions made during consultation can be considered merely means of increasing the teacher's skill levels or enlarging his/her repertoire of skills. With this approach, the regular education teacher is less likely to resist suggestions for change, to let feelings of anger toward the consultant develop, or to raise defenses and make excuses when discussing a problem with the consultant.

***Strategies for communicating positive perceptions***. It is necessary for the consultant to communicate to the consultee positive perceptions of him/her as a professional and as an individual. Following are some strategies to achieve this. The consultant can begin the interaction by asking about the students or about some materials in the teacher's room. This helps to establish the consultee as a professional with something to offer and builds a sharing relationship. An open-ended question preceded by a positive remark allows the consultee to offer positive information before any questions concerning the specific problem are addressed. Following are examples of opening remarks the consultant might make:

> What an interesting arrangement of the reading table. How did you develop it?
>
> I like the reading material you are using. Where did you get your ideas?

Another way to initiate an interaction is to ask the consultee to describe the child or the problem. If this method is chosen, it is important for the consultant not to comment on or to judge any of the statements of the consultee. At this stage it is only necessary to seek clarification. An example of a way to do this is to ask, "Are you saying that the child is __________________?"

Also, upon initial contact, the consultant should find an example of something positive or interesting which the teacher is doing (e.g., classroom set up, a behavior management plan or a learning center) and request permission to pass it on to other teachers. This could be accomplished in a meeting where the example is used as a positive model. Another possible way is to publish a small newsletter and include the examples in the newspaper. If the idea or practice is outstanding, the consultee should be encouraged to submit it to a journal.

At all times the consultant should make a special effort to show excitement about being in the regular classroom. The most effective way to do this is nonverbally. The consultant's facial expressions as well as the length of time for the visit tell the consultee whether the consultant wants to be there. Smiling and open nonverbal language send positive messages. It is important that the consultant stay in the room long enough to visit with the students as well as the consultee. The consultant should try not to appear in a hurry as this sends a message that he/she has more important things to do. If the consultant is in a hurry, it should be stated upon entry into the room.

Once the consultation process is under way, the consultant can do several things to indicate support for the consultee as an individual, not just as a professional. It is important to be aware of crisis in the consultee's family. Death, divorce or hospitalization of family members can affect the attitudes and behavior of the consultee. Attending the funeral home, sending cards, visiting and bringing food at times of crisis send a message that the total person is important to the consultant. Additionally, sharing flowers, cookies and tips not related to education communicate a caring message about the total person.

## The Consultant's Perception of the Consultant Role

The special education consultant can have several quite different perceptions of the role. Because of the need to obtain information about a problem, often through classroom observation, one common perception is that he/she is an evaluator. When this perception prevails, the consultant may lose sight of the nonauthoritarian nature of consultation and begin acting as a judge or a critic of the regular teacher's work. Another common perception is that the consultant is a giver of knowledge. When this perception prevails, the regular teacher may be encouraged to turn to the consultant for answers and the problem-solving process will then move away from being a joint, collaborative effort.

For the consultative relationship to be most productive, the consultant must view his/her role as that of equal participant in the problem-solving process. The consultant is collaborating with the regular education teacher in trying to solve a problem with no easy solution. Further, while it is important for the consultant to provide the consultee with as much support and encouragement as possible, this must be done without providing "quick fix" answers.

***Strategies for productive collaboration***. If the consultant perceives his/her role as that of providing support, encouragement and equal input into a problem-solving process, the following strategies can be used to successfully convey this perception to the consultee.

First, it is important to assure the consultee that any verbal or written interactions will be treated as confidential information. The consultee must be assured that any notes or records resulting from consultation will not be made available to school administrators or used for administrative decisions unless clearly understood before the visit. This is critical in building a trusting relationship. What the consultant has seen or heard should not be discussed with other persons. If inappropriate teaching or weak management of the classroom is observed, discussing this with other persons is a risk. If the consultee hears that his/her behavior or opinions were discussed, trust will be virtually impossible to develop and there will be resistance to any additional suggestions, help or support offered by the consultant. Further, any notes made by the consultant should be shared with the consultee. Making a carbon and giving the original to the consultee send a message that nothing will be written after the fact.

While the consultant must support the administration, he/she also should support the feelings and frustrations of the consultee. Agreeing and disagreeing with the consultee's remarks should not be done. The critical reaction is to let the consultee know that it is all right to feel anger and frustration. These feelings are real and communicating to the consultee that the feelings are wrong or inaccurate does nothing to change them. The consultant should present new or alternative information which will encourage the consultee to view the problem situation from another perspective. If this is not possible, then the consultant may only be able to recognize that the feelings are real. For example, if the consultee makes derogatory remarks about the principal, the appropriate response is to affirm the feelings of anger or frustration, not the derogatory remarks. If the consultant tries to argue or to lessen the importance of the statement, it sends to the consultee the message that the feelings are wrong. This can lead to the consultee's reluctance to share perceptions and ideas with the consultant.

There are several ways in which the consultant can contribute expertise without taking on the role of giver of answers. The consultant can share his/her humanness by relating anecdotes concerning previous goofs or errors which pertain to the problem. The consultant can mention lessons which have failed or judgement calls which were not accurate. If the outcome of a lesson was unexpected or if the responses of the students were interesting or funny, these anecdotes can be shared. It is important that the consultant be able to laugh at his/her own humanness.

Another technique the consultant can use is modeling suggestions, a form of risk taking which might encourage the consultee to take risks also. There are two kinds of modeling. One is spontaneous and the other is structured. Spontaneous modeling involves working side by side with the consultee and modeling behaviors as the need arises. The consultant can model a simple change such as the presentation of material. For example, the consultant may note that there is a glare on the material and adjust the material. Or the consultant may feel that the usage of a marker or the addition of another modality could improve the student's reading. By spontaneously demonstrating these suggestions, the consultant indicates a willingness to get involved in the problem solving and to take a risk. Any spontaneous modeling should be prefaced with the attitude of trying another idea or way, not having the answer.

The second kind of modeling involves a planned lesson. If the consultant wishes to encourage the consultee to try a new method, material or activity, it is important that the consultant be willing to demonstrate these new ideas for the consultee. It may be of help to model the activity with no one in the room. This allows for discussion during the modeling. The consultant can first demonstrate or go over the method with no one in the room, followed by a demonstration with children present. With this kind of modeling the consultant has time to prepare for the demonstration. When setting a time for the demonstration, the consultant should make sure that the time is convenient for the consultee. Also, the consultee should be allowed to try out the method without being observed.

## Conclusion

The perceptions which the consultant has of the consultee and of the consultant role will dictate the atmosphere of the relationship. If a productive relationship is to develop, there must be a focus on the process of consultation. If the relationship is nonproductive, it is the consultant's responsibility to evaluate his/her consultation style and to ***change*** it if at all possible. This paper has presented a variety of strategies which the consultant can use to encourage regular teachers to view consultation as a positive function which can benefit them. By using these strategies, the special education consultant can increase the probability that the consultee will incorporate a wider variety of methods, materials and activities into his/her teaching repertoire.

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# MODELING A PROCESS OF PROBLEM IDENTIFICATION

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As a result of experience gained in many hours of practicum and in regular education student teaching, many special education students begin their special education student teaching already poised, confident and competent. When there is competence in the student teacher's teaching, the role of the university supervisor must go beyond the supervision of ***teaching*** and into the use of strategies focused on alleviating problematic behaviors that interfere with a child's full participation in ***learning***. One of the most promising of these strategies is consultation. Consultation is a skill that has the potential to extend the supervisor's role in the teacher preparation program from assuring competence in student teacher teaching to promoting the effective management of handicapped pupil learning. The purpose of this paper is to describe one particular style of consultation which the author, a university supervisor, has used with special education student teachers. In the paper it will be shown how, through strategic questioning in interviews, the supervisor acting as consultant guides the student teacher through the critical processes of problem identification and resolution.

## The Need for Consultation in Student Teaching

It does not take long for competent student teachers to discover three things that were not part of their training: (1) not all children learn from being taught; (2) the alternatives for these students are either not provided or readily available; and (3)the management of troubled and troublesome students tends to be disciplinary rather than diagnostic and habilitative. Even in the finest college classroom and the pre-student teaching major methods practica, there is little opportunity for students to discover that they may not be as effective as their efforts are sincere in their intent. This is where the basis for consultation originates. Student teachers need assistance in understanding and accepting the truism that children learn what they experience and understand and not necessarily that which they are taught because they need to know it or because it is good for them. When this is understood the door is then open for the student teacher to seek out those experiences that have put a child in conflict with learning and the educational system. The supervisor must provide the insight and guidance from which the student teacher can develop the alternatives that will allow each child to participate profitably in the educational experience.

The skills needed to do this are those of consultation, not counseling or supervision. A consultant knows and does certain things very well. Therefore, by definition, consultation is the exercise of making available for use the knowledge and skills of a consultant. The student teacher must learn how to use the skills provided by the consultant to facilitate pupil learning. It is critical that the supervisor operate in the consultant rather than the traditional critic mode: consultee + consultant = collaboration. The consultant models a process for problem identification and solution. As a result of the student teacher working through this process with the supervisor/consultant, the student teacher will learn important skills which can be used in future situations. The goal is to guide the student teacher to seek and employ effective alternatives to nonproductive learning behaviors. And, for me, the technique that has worked best is to ask leading questions, questions that, when answered, can provide direction to analyzing and solving problems.

**The Consultation Process**

During the consultation experience the consultant performs four very vital tasks that are not part of the traditional supervisory role. The first task of the consultant is to establish rapport with the consultee (student teacher) and to identify the specifics and the scope of the problematic behaviors that are revealed in baseline data and the consultee's perceptions. The second task is to guide the consultee to formulate some understanding of the dynamics involved when students are having learning/behavior problems. The third task is to provide support for the consultee in information gathering and problem analysis that may go beyond the routines of classroom teaching. The final task is to foster the concept that the classroom teacher *can* formulate and implement effective alternatives for the failures that inevitably accompany learning/behavior problems. These tasks are described in the following sections.

## Initial Problem Analysis

During the first scheduled interview I, in my role as consultant, ask the student teacher to: "tell me about the behaviors that alerted you to this child, the situations and activities in which the behaviors occurred, and what instructional techniques and behavior controls were employed." The emphasis here is on description, not judgement or opinion. Subsequent to this initial analysis, the task of the consultant becomes one of guiding the student, through strategic questioning, to make some observations that will help identify the relationship of the described behaviors to any baseline data which have been collected and bring into focus some possible causes of the problematic behaviors. To uncover the nature of the dynamics involved, I ask questions such as the following:

* Do the problems appear to be specific to an activity or generalized over many activities, related to a certain person or persons, reoccurring and under what conditions?
* Are the problems learning modality related?
* Are the actions deliberate or random and indiscriminate?
* What generally is the relationship of the child with other children and school personnel?

This is a delicate beginning. All too often the cooperating teacher and the student teacher have learned to react (punish), rather than act (provide alternatives), when dealing with troublesome classroom behaviors. Also, this may be the very crux of the problem in our attempts to implement consultation in the classroom: The child who is off task, inattentive, interrupting, uncooperative, apathetic, quarrelsome, messy, foul mouthed, in conflict with authority, neglected and generally unhappy is punished ***after the fact***. This is a traditional practice that emphasizes the conflicts and does not provide alternatives to the child's repeating the transgressions. The role of the consultant must be one of guiding the consultee to discover the nature of the conflicts and to explore with the consultee alternative management techniques.

## Identifying the Nature of the Problem

The profile of information gained from the early interview(s) usually provides insight into the "nature" of the problem and what form of "nurture" is indicated. The nature of the problem tends to fall into one of three, not mutually exclusive, areas: (1) self-concept inadequacies associated with negative home attitudes and influences; (2) developmental delays and interruptions with associated health and medical problems; and (3) learning and behavior disorders that are not amenable to traditional school practices and procedures.

At the stage of problem identification, the task of the consultant becomes one of clarification of and establishing a perspective on the variables involved. Again, questioning is the technique employed. The information gathering concentrates on one or more of the three problem areas (e.g., self-concept, developmental delay, learning/behavioral disorders) as indicated from both the baseline data and the consultee's initial perceptions as related to the consultant.

***Self-Concept***. School failure, behavior conflicts, and personal/psychological incompetence are usually more the consequences of what the child lives with and through outside of school than they are because of his/her having to be in school. Therefore, when a child has a negative self-concept, it is paramount for the consultee to consider the "non-school" world as a major force in the child's school behaviors. Acquiring the needed information may not be easy or possible, even when the consultee has parent conferences, looks at the cumulative folder, talks with the child, and asks many of the following questions:

- What is the child's position in the family and the number of siblings?
- Is the family intact?
- Is there a source of income (or welfare)?
- What are the living conditions,i.e., house, apartment, trailer, other?
- Is there evidence of caring, i.e., clean and appropriate clothes, eats breakfast and is "seen off to school"?
- Is the child welcomed home and provided appropriate supervision through the going to bed hour?
- Do the parents participate in conferences and respond to communiques from the school?
- Is the child involved in organized activities, i.e. Little League, Scouts, etc.?
- Does the child have friends at school and outside of school and what are his/her interests?

***Developmental delay and health problems***. It is not uncommon to find children who are not obviously developmentally handicapped, but are more than "a little slow," in regular or mainstream classrooms. The range of learning/behavior problems that is manifested by these children often includes the physical/neurological characteristics of the more severely handicapped in conjunction with the general health, nutrition, and medical problems generic to inadequate or incompetent homes and families. These children, perhaps more than any others in the school system, "fall between the slats" when services are being considered because they are not retarded enough for special placement. Further, their families generally do not advocate for them, either because they do not know any better or because they fail to perceive that there is something other than indifference or "no hope." The regular classroom teacher spots these youngsters quickly, but all too often is stymied in getting help for the reasons cited above. However, he/she must pursue and generate options when the developmental/health problems are understood. The following questions should help to identify developmentally delayed students:

* Are there discrepancies and/or inconsistencies between the chronological age and the maturational profile?
* Is there generalized learning/behavior incompetence or are there some pockets and holes in sequential skill development?
* Are there language development inadequacies in syntax and/or vocabulary?
* Is there a lack of age appropriate social skills?
* Are there siblings who have similar records/problems?

Health and nutrition problems can be identified with questions such as the following:

* Is the child absent frequently due to illness?
* Is there on-going runny nose and/or infections?
* What medications is the child on regularly?
* Is there a history of ear and/or eye problems?
* Is the energy level adequate?
* Does the child appear to have nutrition related problems such as lethargy, hyper-sensitivity or ups and downs between the two?

***Learning/behavioral disorders.*** The traditional pattern of putting children in school by chronological age as the sole criterion for readiness gives the educational system many more cases of immaturity than it does of incompetent children. However, and because the immaturity is discounted, these children tend to develop learning/behavior problems as they are pressured to learn, perform, keep up with peers, work harder, and do it on time like the others. This, coupled with the presence of youngsters with etiologies of learning/behavioral disorders, gives the schools an inordinate number of children who are not eligible for special services (they are not far enough behind grade level), but who cannot and do not prosper in the traditional schooling mode. Therefore, it is paramount that the teacher discover these discrepancies as a prerequisite to teaching the child. The following types of questions help teachers identify learning/behavior problems:

- Does the child have difficulty paying attention to visual and auditory information?
- Are there on task difficulties in verbal and written expression?
- Does the child seldom complete tasks and become easily distracted?
- Does the child not perceive him/herself as being involved in his/her own behavior?
- Is the child inordinately messy, negative, sensitive, stubborn, loud, and "inappropriate"?
- Is there resistance to changes in scheduling, room arrangement, or routines?
- Are there memory and recall problems in either or both short and long term memory of either or both auditory and visual learning tasks?
- Is there a history of any of the above?

It is during this problem identification process that the third task of the consultant must be employed. The consultee will need considerable support for some very obvious reasons. While not intentionally, the cooperating teacher can be part of the problem. Altering the program for one child may appear to be in contradiction to the grade level requirements and the teacher may object with statements such as: "If he gets by with it how will I handle the others?; How are grades figured if she/he hasn't done the same amount of work that the others have done?" Effecting productive learning behaviors in the nontraditional student requires the teacher to depart from tradition and to employ reasonable and appropriate alternatives. It takes great strength of character and ego security for the "new kid on the block" to suggest alternatives in the face of the traditional conservatism of the majority of school personnel.

## Problem Resolution

Once the nature and scope of behavioral divergence has been documented with as much background information as possible, the fourth and often not conclusive task of the consultant becomes one of guiding the student teacher to problem resolution. It is during this phase of consultation that the consultant and the consultee develop plans of action that can be utilized within the system to gain help while, at the same time, avoiding the stigma of "rocking the boat."

The nature of resolution alternatives must reflect a consideration of the child's academic placement relative to its appropriateness. Especially in developmentally delayed cases, one needs to determine if the necessary support services that are required by law are available. The consultee may need to be walked through the channels of authority that are responsible for making placement decisions.

In addition, the problem resolution generally will require that both management and instructional interventions be utilized. Among the ***management*** factors which may need to be considered and changed are the following: traffic patterns in a classroom, routines for changing activities, schedules for work periods, and means of giving instructions and of monitoring student activities. The consultee may need to employ any one (or more) of the following ***teaching*** techniques to accommodate learning and modality differences without compromising content mastery: using cassettes and ear phones with an auditory attention problem and tactile and highlighted cues for visual attention problems, insuring that both eyes and ears are "hearing and seeing" the same words and symbols; reinforcing short term and long term recall in both auditory and visual responses; and altering the format and amount of written work that is required.

Finally the consultant can help the consultee develop skills in the observation and recording of behavior and its changes. The consultee must make a major commitment to communication with all involved persons. Accurate records of student progress can be used effectively to gain and maintain the cooperation and support of parents and school personnel.

## Conclusion

Whether the student's problem is determined to be primarily one of self-concept, developmental delay, or learning/behavioral disorders, the manifestations of the problem are not found in isolation and their resolution and management cannot be singular. Interventions must be selected with the child's overall well-being as the focal point. This approach, global in nature, provides the consultee with a repertoire of viable alternatives for this and subsequent situations.

Unfortunately, the problem resolution phase of consultation usually does not occur until very near the end of the student teaching experience, and thus, the implementation of interventions is left with other than the consultee who prepared the case. However, with the critical phase of problem identification accomplished, there is a good chance that the cooperating teacher will follow through with the process and make the needed management and/or instructional changes. The student teacher will leave the experience with a new awareness of the role of consultation as a means of increasing teaching effectiveness, and collaboration between the school and the teacher training institution will have been enhanced.

# THE SELF-DOCUMENTATION MODEL: A PROCESS FOR CONSULTATION WITH EXPERIENCED TEACHERS IN SPECIAL EDUCATION PRACTICA

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Graduate students in special education are largely experienced, mature teachers who are pursuing advanced certification or additional endorsements. This creates special circumstances for supervisors of these students in field experiences, since experienced teachers typically are not receptive to completing the "student teacher"-like practica required in graduate programs. A unique format is needed for focusing supervision of these adult learners in their field experiences.

At Wayne State University, a collaborative approach that involves the practicum student directly in the learning process was developed to bring about change in the behavior and attitudes of experienced, competent teachers. Consultation was introduced into the practicum through the use of the Self-Documentation Model. Consultation is a more effective process than traditional observation and evaluation in helping students who are already mature professionals to change and/or enhance their teaching skills. To address the evaluative requirements of practicum the student collaborates with the supervisor in designing the evaluation instruments which are then used for consultation.

Underlying the Self-Documentation Model is a belief that seasoned teachers are the best resources for the direction of their own professional development, and are able to accomplish significant objectives for themselves when given the freedom to design, monitor and report their "exchange" activities. Experienced, accomplished teachers are more appropriately evaluated and recommended for special education endorsement if they have more direct involvement in the practicum planning/evaluating process. Because the focus is on further developing skills in already competent professionals, consultation rather than supervision becomes the major function of university supervisors. This article describes the procedures and instrumentation of the Self-Documentation Model, as well as the results of its use with teachers preparing to teach learning disabled and emotionally impaired students.

## Self-Documentation Model and Instrumentation

The purpose of graduate practica in Learning Disabilities or Emotional Impairment is to provide an extensive opportunity for students to have direct involvement in the planning and daily operations of educational treatment programs for E.I. or L.D. children. In particular, the practicum experience is designed to afford students the opportunity to enhance and complete their professional preparation and endorsement through a variety of activities and experiences including:

* planning, implementing, evaluating and rewarding the learning and social behavior of handicapped children;
* understanding and observing the particular roles and programmatic responsibilities of cooperating personnel at the site and district (psychiatrists, psychologists, social workers, occupational physical therapists, child-care workers and classroom aides);
* working with teachers and other professionals as a team to develop, implement and assess educational and milieu programs for specific children; and
* analyzing and comparing a variety of treatment programs for different populations of handicapped children.

In order to accomplish these stated purposes of the graduate practicum experience in special education, participants documented their observations and interactions, their perceptions of varied experiences at the site, and resulting educational-therapeutic ideas and strategies. Consultation then occurred with the university supervisor, focusing on the student's experiences.

Of primary importance was a ***portfolio*** maintained by each student, representing a total record of activities, materials, observations, program descriptions, experiences, diary accounts, reflections, and strategy-plans. In effect, the portfolio became a collection of all that the student encountered in the course of the practicum from pre-practicum preparation meetings to site interviews and concluding seminars.

Students were responsible for maintaining their own portfolios. They were asked to share and discuss these with university supervisors at the time of site visitations and to write a summation of their entries at the conclusion of the practicum.

In addition to the practicum portfolio, seven documentation activities were completed by each graduate student. The seven activities included:

* ***The Pre-Practicum Self Inventory***. At the first practicum meeting which occurred before placement at the site, students were asked to record their perceptions of what might be achieved during practicum in the following areas: teacher-child relationships; teaching strategies and materials; curriculum planning/decision making; child personality characteristics; and socio-cultural factors in teaching/learning.
* ***Pre-Practicum Objectives***. Prior to their first day on site, students identified in a preliminary fashion particular aspects of educational/treatment programming and delivery that they intended to learn more about during the practicum.
* ***Contract/Agreement for On-Site Activities***. Developed by the site supervisor and student and approved by the university supervisor, this agreement specified

objectives to be attained by the student by completion of the practicum. This document was completed and approved at the conclusion of the first week with one copy submitted to the university supervisor, site supervisor and student. Students were expected to analyze their site placement, and relating their own needs to the opportunities available for learning at the site, to develop three objectives. Students also were required to complete the following objectives:

1. Planning:
    1.1 Demonstrates the ability to formulate instructional goals and objectives.
    1.2 Demonstrates the ability to locate, select and organize instructional materials appropriate to the instructional objectives.
    1.3 Demonstrates the ability to create and utilize the various components of a learning environment.
2. Implementing:
    2.1 Demonstrates the ability to generate and implement appropriate instructional strategies.
    2.2 Demonstrates the ability to apply appropriate behavior management strategies to individual problems and classroom control.
    2.3 Demonstrates the ability to analyze the learning situation and make appropriate modifications in the learning process.
    2.4 Demonstrates the ability to utilize information and provide feedback to clinical resources.
3. Evaluating:
    3.1 Demonstrates the ability to implement appropriate recordkeeping procedures.
    3.2 Demonstrates the ability to communicate pupil's progress to staff and parents.
    3.3 Demonstrates the ability to conduct self-evaluation and professional improvement.

* ***Completed Individual Educational Plan (I.E.P) for at Least One Student***. Students prepared an IEP according to local district/ administrative norms and discussed it with the site supervisor and university supervisor prior to the last week of the practicum contract.

* ***Site-Supervisor's Evaluation of Student's Performance***. Based on the objectives established in the contract/agreement, the site supervisor completed an evaluation form and mailed it to the practicum coordinators after the last week of the contract.The two major evaluation questions were:

1. List the goals/learning objectives identified for this practicum (refer to Student's Contract for

Practicum). *Or* briefly describe the activities the student accomplished while at this practicum site.

2. Evaluate the student's performance with regard to reaching the goals stated above as well as general professional competence (attach an extra sheet if required). *Or* evaluate the performance of the student in the activities mentioned above as well as general professional competence.

* ***Portfolio Summary***. Prepared by the student (a maximum of five pages, typed), this summary focused the student's experiences, activities and reflections on the practicum, requiring the student to consider the way the experience affected his/her professional growth.

* ***Student Evaluation of the Practicum Site and Experience***. Students submitted an evaluation of the practicum site and experience. See Appendix A.

## Consultation

Consultation between the student and the university supervisor occurred at each step in the self-documentation process. A meeting was held for all practicum students prior to their placement at the practicum site. At this meeting, course procedures, including the nature of the consultation process, were explained. Students were informed that they would be expected to continually monitor and evaluate themselves, using the designated assignments. The university supervisor would then consult with them about their observations and the documentation of their activities.

***The beginning of consultation***. At the initial meeting, students completed their Pre-Practicum Self Inventory and their Pre-Practicum Objectives. The consultation process began immediately when each student met with the university supervisor to discuss these assignments. The supervisor asked the student why the objectives they had listed were important and suggested other objectives the student might want to consider. Each aspect of the Self-Inventory was discussed and the student was asked to give specific examples of strengths and weaknesses in each of the five areas to further clarify the inventory.

***On-site consultation***. During the first week of the practicum experience, the university supervisor assisted the student and the site supervisor in analyzing the preliminary objectives of the student and discussed the aspects of the site facility that could facilitate or enhance student growth. After that discussion, the Contract/Agreement for On-Site Activities was developed by the student and the site supervisor. The university supervisor then consulted with the student by discussing ways in which the objectives could be met.

During subsequent weekly site visitations by the university supervisor, the portfolio, along with traditional observation, became the focus of consultation. The university supervisor first observed the practicum student interacting with the students at the site. Then a block of time, usually one hour, was set aside in which the practicum student and the university supervisor met privately. The portfolio which the practicum student was keeping was examined, discussed, and analyzed. The university supervisor frequently described how various activities were done at other facilities, and asked questions such as the following:

* How would you handle this in your current teaching position?
* How else might this have been accomplished?
* What did you learn from this that might change your behavior in the future?
* Was there anything that occurred that you felt was inappropriate?
* How else could it have been done?

These questions focused on developing insight and change in the practicum student. Because the student was seen as sharing responsibility for his or her own learning, emphasis was always placed on student ideas and interpretations which were then discussed. When the supervisor disagreed with the practicum student, these thoughts were shared in a collegial rather than an evaluative manner. Suggestions were offered instead of judgments. This encouraged the practicum student to be honest and open rather than to say merely what he or she thought the supervisor wanted to hear. Consultation also occurred about the I.E.P. each practicum student was required to prepare.

***The conclusion of consultation.*** The final consultation was held after the practicum student had submitted the Portfolio Summary and after completion of the Site Supervisor's Evaluation. Each student met individually with the university supervisor who had reviewed the portfolio. Particular elements of the portfolio summary were discussed if clarification and expansion of ideas were needed. The student was asked to reflect on the general and specific growth he or she had made. All of the areas on the Pre-Practicum Self Inventory were covered in this analysis: teacher-child relationships, teaching strategies and materials, curriculum planning/decision making, knowledge about child personality characteristics and knowledge about the socio-cultural factors in teaching/learning. The supervisor elicited information with questions such as:

* What types of teacher-child relations did you learn how to manage in this placement?
* What options in terms of your response to disruptive behavior do you now have that you did not know about prior to your practicum?
* What teaching materials did you learn to use that were effective?
* What skills did you learn from your supervising teacher?
* What abilities did you bring to your practicum experience that were particularly useful?
* Of the things that you learned, what will be useful to you back at your regular teaching position?
* What do you think you now know that should be shared with other teachers?

Student responses were examined and analyzed, and the university supervisor added any observations and insights which the student had not mentioned in the summary.

Throughout the consultation process, certain skills on the part of the university supervisor were critical. Techniques of passive listening (Gordon, 1970) such as eye contact, head nodding and attentive responses such as "umm" and "yes" were always used. The supervisor also used active listening techniques such as rephrasing a student's statement or stating the emotion apparently attached to a student's statement. If consultation is to be successful, the student must know that the supervisor is really listening. Active and passive listening techniques are excellent ways to convey this to the student.

## Evaluation of the Self-Documentation Model

In addition to their evaluation of the practicum site and supervision, all students were asked to list any aspects of the Self-Documentation Model which they liked or disliked. Comment on the model in a general sense also was solicited.

Student reactions to the model were overwhelmingly positive. Typical student responses mentioned that the model gave them an opportunity to organize information, engage in self-reflection through maintaining the portfolio, document activities for future use and reference, and see the actual progress that was being made in skill development. On the whole, students felt that the model required a reasonable amount of paperwork and "put the responsibility (of meeting practicum goals) on students--where it belongs." Fewer than ten percent of the students reported that the process was too time consuming or involved too much paperwork.

## Summary

The Self-Documentation Model for evaluating practicum students in special education was developed in response to a need for practicum experiences that transcend the typical student- teacher model. An alternative model was developed that focused on consultation rather than evaluation. Students were required to record their practicum experiences from beginning to end by completing a series of seven documents. Consultation occurred with a university supervisor about the recorded experiences of the students. The evaluation of this model attempted to determine if students found the model useful. Results indicate that students found the self-documentation and consultation process to be an important part of the practicum experience.

## REFERENCE

Gordon, T. (1970). *Parent effectiveness training*. New York: Peter H. Wyden, Inc.

## Appendix A

## *Student Evaluation of Formal Practicum Experience*

The Special Education Unit is soliciting your help in evaluating your recent practicum experience. Could you please respond to the items below, enclose the evaluation in the envelope provided and return it to the Special Education Evaluation Coordinator. Keep in mind that the purpose of this instrument is to provide continual evaluation of the ***practicum site*** and ***supervisory*** assistance to foster improved experiences in the future.

***DIRECTIONS***: The following evaluation instrument has four sections. The first, second and third sections deal with the overall practicum experience, and you may respond by simply placing a mark inside the appropriate response category. The last section of the instrument contains several open-ended items; please feel free to frankly express your feelings.

### Section I. ***Adequacy of the Site***:

### ***Physical Needs and Location***

1. To what extent was the facility where you were placed properly equipped to deal with the students?

| | | | | |
|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) |
| very adequate | adequate | no opinion | inadequate | very inadequate |

2. To what extent were you prepared for this practicum experience by your previous classroom and non-formal experiences at the University?

| | | | | |
|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) |
| very adequate | | | | very inadequate |

3. To what extent was the geographic location of the practicum site taken into consideration before you were assigned to that location?

| | | | | |
|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) |

### *Type of Students*

4. To what extent, on the whole, were the children appropriately placed in your practicum classroom?

(1) (2) (3) (4) (5)

5. To what extent was the group of students you were working with a heterogeneous mixture of disabilities and diagnoses?

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| very heterogeneous | heterogeneous | not sure | homogeneous | very homogeneous |

6. To what extent (in your opinion) were the physical and emotional needs of the child being considered in the treatment or education process?

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| very adequate | | | | very inadequate |

### *Acceptability of the Administration*

7. To what extent was there appropriate interaction and communication between the professional staff and yourself?

(1) (2) (3) (4) (5)

8. To what extent were you made an active participant in the programming of students in your site program?

(1) (2) (3) (4) (5)

9. To what extent (in your opinion) was the educational planning for each child well thought out by the site staff?

(1) (2) (3) (4) (5)

## Section II. *Adequacy of Supervisor*

### *Supervisory*

10. To what extent was there an appropriate amount of supervision offered by the critic teacher?

(1) (2) (3) (4) (5)

11. To what extent was significant latitude given you in lesson planning, programming, etc. by the supervisor?

(1) (2) (3) (4) (5)

12. To what extent was the amount of time the supervisor (at your program) spent with you appropriate?

(1) (2) (3) (4) (5)

Comments:______________________________________________

________________________________________________________

________________________________________________________

## *Professional Growth*

13. To what extent do you feel that the time you spent with site personnel contributed to your professional growth?

(1) (2) (3) (4) (5)

14. To what extent did you receive appropriate feedback from the supervisor in your program?

(1) (2) (3) (4) (5)

15. To what extent will the teaching and intervention techniques you received from the supervisor be useful for future use?

(1) (2) (3) (4) (5)

Comments: ____________________________________________

________________________________________________________

## *Personal Characteristics*

16. To what extent was the critic teacher flexible in his/her views regarding special education?

| | | | | |
|---|---|---|---|---|
| (1)<br>very<br>flexible | (2) | (3) | (4) | (5)<br>very<br>inflexible |

17. To what extent was the site supervisor easily accessible to you for meetings, conferences, planning, etc.?

| | | | | |
|---|---|---|---|---|
| (1)<br>very<br>accessible | (2) | (3) | (4) | (5)<br>very<br>inaccessible |

18. To what extent was the supervisor an easy person to talk to?

| | | | | |
|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) |

## Section III. *Adequacy of University Supervisor*

19. To what extent was the time spent by your university supervisor in observation enough to appropriately evaluate your teaching experience?

| | | | | |
|---|---|---|---|---|
| (1)<br>very<br>adequate | (2) | (3) | (4) | (5)<br>very<br>inadequate |

20. To what extent was the university supervisor capable of helping you solve any problems that occurred during your practicum?

| | | | | |
|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) |

21. To what extent was the university supervisor available for help outside site visits?

| | | | | |
|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) |

22. To what extent were seminar opportunities sufficient for gaining additional information?

| | | | | |
|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) |

23. To what extent was the university supervisor familiar with the operating procedure and management of the site program?

| | | | | |
|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) |

24. To what extent did the university supervisor take an interest in your practicum experience and future professional needs?

| | | | | |
|---|---|---|---|---|
| (1)<br>very<br>adequate | (2) | (3) | (4) | (5)<br>very<br>inadequate |

## Section IV: *Recommendations*

Please describe any alterations in your practicum experience--both classroom preparation and field experience--that you feel would improve the quality of this program.

(1) Regarding the practicum site

(2) Regarding the supervisory staff

(3) Regarding university supervision and preparation

(4) Regarding practicum seminars

## Section V: *Self-Documentation Process*

Please comment on the whole "Self-Documentation Process" you engaged in as part of the practicum. What did you like or dislike about its various aspects?

# A GRADUATE PREPARATION PROGRAM IN SPECIAL EDUCATION TEACHER CONSULTATION

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Special education supervisors, teacher consultants and, in some cases, special education teachers are expected to act as consultants by providing both special and regular education teachers with instructional and behavioral management assistance. However, to act as effective consultants, supervisors and teachers need deliberate training or preparation in both the process and content of special education consultation. The University of Toledo has developed such a program at the graduate level. The major goal of the program is to prepare participants to implement the special education teacher consultation model. In an intensive course, participants accomplish the following three objectives:

* Become aware of the current status of special education teacher consultation;
* Demonstrate ability to use the assessment components of the University of Toledo Consultation Model;[1]

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[1] The model was developed as part of a training project supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (Grant No. G008301647).

- Practice consultation skills as they pertain to special education and mainstream settings.

This paper describes the content emphases and instructional experiences selected to help students accomplish each objective of the consultation course. Also included is a description of the practicum component which offers students the opportunity to implement data-based consultation in school settings.

### Objective 1: Students Will Become Aware of the Current Status of Special Education Teacher Consultation.

Teacher consultation as a professional role in the continuum of special education services (Reynolds & Birch, 1982) is the focus of the course overview. The following service models are discussed: consulting teacher (Christie, McKenzie & Burdett, 1972; Haight, 1984; Lilly, 1971); resource teacher as consultant; (Conoley, Apter & Conoley, 1981; Idol-Maestas, 1981); crisis intervention teacher (Morse, 1971); school psychologist as consultant (Gallessich, 1974; Robinson, Cameron & Raethel, 1985; Ysseldyke, Reynolds & Weinberg, 1984); supervisor as consultant. Discussion centers around the purposes underlying each model such as: helping handicapped pupils improve learning and behavior; helping teachers better educate handicapped pupils; and promoting implementation of P.L. 94-142.

Emerging from the overview of service models is a definition of consultation as a problem-solving process which occurs between two (or more) professionals. During this process the consultant assists the consultee in maximizing the educational development of his/her handicapped pupils. Further, consultation is a relationship which focuses on a current work problem of the consultee (Parsons & Meyers, 1984; Pugach & Allen-Meares, 1985). Consultation is differentiated from both supervision and counseling in that the interchange is collaborative, not hierarchical, there is an emphasis on the consultee's equal role in contributing to the problem resolution, and the consultee is free at all times to accept or reject the solutions recommended during consultation (Conoley & Conoley, 1982).

A problem-solving model (see Table 1) is presented which serves as an organizing framework for much of the remaining course content. The first step in the problem-solving process is the negotiation of a consultant contract. Students are required to develop a mock statement which outlines their role, their responsibilities and the types of services that they could provide. Role plays, to be discussed in a later section of the paper, require students to refer to these contracts.

Table 1

Problem Solving Model for Collaborative Consultation

---

1. Negotiation of Consultant Contract
    - A clear agreement is reached which describes what services are provided by consultant.
2. Problem Identification
    - Consultant and consultee work together to identify problem.
    - Problem is defined. Consensus is reached as to definition.
    - Consultant identifies most appropriate level of service.
    - Relevant data are collected.
3. Intervention Plan
    - Data are discussed.
    - Strategies are brainstormed.
    - Strategies are analyzed.
    - A plan is determined.
    - Responsibilities are outlined.
4. Evaluation of Consultation
    - Data on problem resolution are collected.
    - Report forms are completed.
    - Feedback from consultee is obtained.
5. Closure and/or Extended Consultation

---

Discussion concerning the second step of problem solving, problem identification, focuses on the four possible levels of consultant service (Parsons & Meyers, 1984):

* Direct service to pupil (level 1);
* Indirect service to pupil (level 2);
* Direct service to teacher (level 3);
* Direct service to organization (level 4).

Students discuss which level(s) of service a given problem might represent and then organize their problem diagnosis according to level. One class activity requires students to identify the source of the problem according to the different levels of service which the consultant could provide. Following is an example of a problem case.

> Frank and Jimmy, mainstreamed learning disabled students, are frequently found playing in the halls during class time. Their teacher, Ms. Burton, claims that with 28 other students to manage, not to mention a shortage of materials and a buzzing fan that "drives everyone crazy," she can't be responsible for their behavior. Besides, she argues, they're not hurting anyone.

For this example, the source of the problem, and thus the level of service, could be any one of the following:

* Student source: Frank and Jimmy may not have the self control skills necessary for this mainstreamed environment. Levels 1 and 2 may be the focus of consultation.
* Teacher source: Ms. Burton may have planned an inappropriate curriculum for the boys or she may not be using appropriate classroom management techniques. Level 3 may be the focus of consultation.
* Organization source: The school is responsible for supplying curriculum materials and for ensuring that classroom equipment is in good working order. Level 4 may be the focus of consultation.

Determining the source of the problem narrows the field for the data collection and information gathering which are still needed to further define the problem. Since data collection is a major focus of the course, it will be described in more detail under Objective 2.

The stages of problem identification and intervention are discussed within the context of both the mental health (Caplan, 1970; Meyers, 1981) and behavioral (Keller, 1981; Kratochwill & Van Someren, 1985) approaches for guiding consultation interactions. There is also some discussion of generic consultation process skills such as listening, giving and receiving feedback, questioning, clarifying, summarizing and problem solving. However, as this is a graduate course, it is assumed that students already have a basic mastery of these process skills. The ***Instructional Diagnostician*** and the ***Behavior Diagnostician***,[2] two microcomputer software packages designed to match intervention strategies with presentation styles and student problems, are introduced as resources for consultants to use when suggesting and analyzing possible interventions.

To evaluate consultation, students are presented with several approaches. A number of consultant report forms are discussed as well as techniques for obtaining feedback from consultees (Conoley & Conoley, 1982; Nelson & Stevens, 1981; Parsons & Meyers, 1984). The use of data-based assessment to determine the effectiveness of intervention plans will be discussed further under Objective 2.

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[2] Information about these software packages is available from Exceptional Innovations, Inc., P.O. Box 6085, Ann Arbor, MI 48106.

***Course Materials for Objective 1.*** Student readings for this objective include the following:

- * Christie, L.S., McKenzie, H.S., & Burdett, C.S. (1972). The consulting teacher approach to special education: Inservice training for regular classroom teachers. ***Focus on Exceptional Children, 4***, (5), 1-10.
- * Conoley, J.C., Apter, S.J., & Conoley, C.W. (1981). Teacher consultation and the resource teacher: Increasing services to seriously disturbed children. In F.W. Wood (Ed.), ***Perspectives for a new decade***. Reston, VA: Council for Exceptional Children.
- * Miller, T.L., & Sabatino, D.A. (1978). An evaluation of the teacher consultant model as an approach to mainstreaming. ***Exceptional Children, 45***, 86-91.
- * Montgomery, M.D. (1978). The special educator as consultant: Some strategies. ***Teaching Exceptional Children, 10***, 110-112.
- * Morse, W.C. (1971). The crisis or helping teacher. In N. Long, W.C. Morse & R. Newman (Eds.), ***Conflict in the classroom*** (2nd ed.). Belmont, CA: Wadsworth.
- * Nelson, C.M., & Stevens, K.B. (1981). An accountable consultation model for mainstreaming behaviorally disordered children. ***Behavioral Disorders, 6***, (2), 82-91.
- * Reynolds, M.C. (1977). New perspectives on the instructional cascade. In A.M. Rehmann & T.F. Riggen (Eds.), ***Special Education Leadership Series Volume VI: The least restrictive alternative***.
- * Tharp, R.G. (1975). The triadic model of consultation: Current considerations. In C.A. Parker (Ed.), ***Psychological consultation: Helping teachers meet special needs***. Reston, VA: Council for Exceptional Children.

In addition, videotapes of presentations on the following topics are incorporated into class sessions:

- Serving Special Children Through Teacher Consultation, Jane Close Conoley;
- Implementation of a Teacher Consultation Model at the Secondary Level, Virginia Ryan and Bob Kokoszka;
- The Special Education Supervisor's Role in Teacher Consultation: Views from the Field, Panel Discussion.

### Objective 2: Participants Will Demonstrate Ability to Use Assessment Components of the University of Toledo Consultation Model.

This portion of the course opens with an overview of The University of Toledo Consultation Model. The model provides university supervisors and consultants with a time-efficient means for obtaining objective diagnostic data on teacher competency levels, their attitudes about handicapped pupils, and a pupil problem in their classroom (Warger & Aldinger, 1984). The data, presented in the form of a diagnostic profile, can help to focus problem definition in the early stages of consultation. As an introductory class activity, a videotape of a teaching vignette (Morse & Smith, 1980) is shown. Students are asked to identify the problem in the vignette. Their varying accounts of what happened lead to a discussion of the need to collect and analyze data on teacher and pupil performance as systematically and objectively as possible.

Following a brief review of teacher effectiveness research, students are introduced to generic special education and mainstream competency lists developed for the Consultation Model and the high- and low-inference observation instruments used to measure them. See Aldinger and Warger (1985) for additional details on special education competency identification and measurement. Students practice using both types of observation instruments by viewing and scoring 5-minute videotapes of teaching vignettes. Immediately following the showing of each videotape segment, students form small groups to discuss and compare their scores on the instruments. These debriefing sessions help students consider assessment problems such as observer interpretation and stability of teaching behavior over time and in different situations.

The instrument which is used to measure teacher attitudes toward handicapped pupils is then introduced. Background information concerning the influence of attitude on teacher performance is provided. Students themselves complete one of the eight survey batteries developed for use in the Consultation Model. The batteries, which vary according to the teacher's area of specialization (e.g., 7 handicap categories; one mainstream category), consist of a measure of overall attitude and measures of three subcomponents of attitude: perceived competency in teaching handicapped (specified) or mainstream pupils; beliefs about handicapped pupils, and feelings about the disturbingness of the handicapping conditions represented by a given category.

The third assessment component of the Consultation Model, a pupil baseline observation form, is discussed very briefly. Since this is a graduate course, it is assumed that students are already proficient in taking baselines of pupil behavior. The major emphasis here is placed on the ease with which the form can be used by a consultant and/or a classroom teacher. Frequency counts are recorded for four broad categories of pupil problem behavior (out-of-seat, disruptive verbal, physical destruction, off task) over five 10-minute observation periods. Students practice using the form by viewing videotaped teaching vignettes in which problem behavior occurs.

Once students have become familiar with the three types of diagnostic data (e.g., competency, attitudinal, pupil baseline) used in the Consultation Model, they are provided with mock data profiles to use as the basis for consultation in role plays. For example, the profile for a regular education teacher (the consultee) might show a low score on the observed competency, maintains an environment where students are actively involved and working on task, and also a high amount of disruptive verbal behavior on the part of a pupil in the teacher's classroom. At the problem definition stage, the consultant would use this information to focus on the area of classroom management.

Students also have an opportunity to generate data profiles using the *Diagnostic Profile*, a menu-driven software program developed for the 48K Apple II series microcomputer (for a complete discussion of the software program see Aldinger & Guthrie, 1985). Students practice entering sample competency, attitudinal and baseline data into the microcomputer. The *Diagnostic Profile* scores and saves the data and then generates the teacher profile in either a screen or printed version. Students who enroll in the consultation practicum are required to collect assessment data and generate a diagnostic profile for use in their consultation assignments.

*Course Materials for Objective 2.* Student readings for this objective include the following:

* Okie, J.R., & Capie, W. (1980). Assessing the competence of science teachers. *Science Education, 64*, 279-287.
* Smith, B.O. (1985). Research bases for teacher education. *Phi Delta Kappan, 66*, 685-690.
* Soar, R.S., Medley, D.M., & Coker, H. (1983). Teacher evaluation: A critique of currently used methods. *Phi Delta Kappan, 65*, 239-246.
* Warger, C.L., & Aldinger, L.E. (in press). *Teacher evaluation: The special case of the special educator*. NASSP Bulletin.

* Zadnik, D. (1985). ***Instructional supervision in special education: Integrating teacher effectiveness research into model supervisory practices.*** Case Research Packet (pp. 8-34, 45-48), Indiana University.

## Objective 3: Students Will Practice Consultation Skills as They Pertain to Special Education Settings.

The major focus of this section of the course is to help students implement skills that promote collaboration. Instruction centers on describing a number of consultant traps (Warger & Aldinger, 1986) which could undermine the establishment of a collaborative relationship, followed by role plays in which the traps appear.

***Examples of consultant traps.*** For many consultees, consultation is a new process. Some teachers may not know how to be consultees and resort to behaving in ways more typical of counseling or evaluation sessions. Or, they may view the consultant as a possible solution to their failures, thus expecting to do nothing more than let the consultant take over and solve the problem. Others may perceive that the consultant has been given power over their classrooms and react negatively. In each case, consultees may make statements to the consultant which indicate that collaboration is at risk. How the consultant responds to these messages will determine his/her future success in establishing a collaborative relationship. Following are examples of consultee statements which may trigger consultant traps.

* You know my own son has the same problem as Stanley. Whenever I tell him no, he screams and yells and throws things at me. (potential for consultant to discuss inappropriate topics and/or to fall into a counseling role)
* Sometimes I just feel like giving the whole thing up, quitting this work altogether. I'm so depressed. (potential for consultant to assume counseling role)
* If you could just be in my classroom more often, you'd see what I mean. Kimberly so desperately needs that one-on-one attention. (potential for consultant to take on too much responsibility)
* Am I glad you're here! Now maybe Harold will get some help. What can I do? (potential for advice giving)
* What *is* your experience with behavior problem children? (potential for consultant to appear as the "authority" and to develop a relationship built on power)
* Is there something wrong with me? I was talking to another teacher whose consultant rarely visits her room. I'm not doing a good job, am I? (potential for consultant to make judgments that lead to the development of a relationship built on power)

After students have had sufficient exposure to working with consultant traps, they are given role plays where each player has certain agendas (see Table 2). The consultant's goal in the role play is to identify the problem. Consultees are instructed to incorporate as many consultant traps as possible into their performance. These role plays are video-taped and critiqued in class.

Table 2

Cases for Consultation Role Plays

| Situation | Consultant | Consultee |
|---|---|---|
| **Stuart** | | |
| Stuart is a first grader who has hyperactive and distractible behaviors. He is constantly on the move. Academically he is not progressing at a reasonable rate. His parents have indicated their displeasure with the school's response to Stuart's educational handicap. | You have only met once before with the principal who referred you to this case. She wants to be kept informed of any progress in Stuart's case. She indicated to you her concerns regarding Stuart's parents' dissatisfaction. | You have been burned by consultants before. They have repeated your comments to your supervisor. One even used your problem as an example in a group meeting. You did not ask for consultation (your principal recommended it), however you really need help with Stuart. Your tenure review is at the end of this year. |
| **Jill** | | |
| Jill, a hostile 16 year old child, has been verbally abusive to the classroom teacher. Even though she is capable, Jill refuses to complete work. She swears, writes obscenities on her work, and incites other students to do the same. | Your goal is to identify and define the problem. This is not the first time Jill has been a problem. In the past, Jill has "terrorized" other teachers. Jill's parents are extremely uncooperative and have responded to school communications with threats | Your goal is to get in touch with your feelings about Jill. However, you realize that her behaviors are similar to your own daughter's and are concerned that you have caused the behaviors. You are feeling insecure and frustrated about both girls' behaviors. In |

| | | |
|---|---|---|
| | of civil suits. Previous consultees have been quick to criticize and overreact to Jill's behaviors, to be generally overdefensive, and to deny their own inability to manage behaviors. | fact, your spouse recently blamed you for all of your daughter's problems. |
| **Jamie** | | |
| Jamie (age 11) is a hearing impaired child who has recently become extremely aggressive toward peers. He has been involved in several playground disturbances, not to mention numerous in-class "skirmishes" such as bumping & tripping others, shooting paper wads, pulling hair. | You know virtually nothing about the hearing impaired area. Your area of expertise is in behaviorally disordered students. You have been assigned to this case by the Director of Special Education, who is known for his impatience with consultants who cannot operate in cross-categorical areas. The previous consultant assigned to this case was reassigned to classroom duty. | You were friends with the previous consultant and are unhappy that she was "demoted" (reassigned to the classroom) by the Director of Special Education. Even though she had not helped you with Jamie, she was cognizant of the special problems which hearing impaired teachers experience. You are convinced that first-hand knowledge of hearing impairments is crucial in solving this problem. |

Finally, as a culminating experience, students are required to role play a consultant demonstrating the techniques of problem identification and trap avoidance. The cases are developed from students' self reports of the most difficult cases they have ever experienced. The following are sample cases.

- John, a learning disabled high school student, wants more attention than the teacher is willing to give to him. The teacher wants to be more patient with him; however, he tends to hang over the teacher's back and desk constantly.
- Ms. Cartright is a junior high regular education teacher who is burned out. The students, including the mainstreamed emotionally disturbed ones, don't listen to her or follow her directions. The students rarely finish their work. She does not evoke any consequences.

The role plays (timed at 10 minutes) are audiotaped and each consultant is responsible for preparing a formal critique of his/her strengths and weaknesses. A classmate is also assigned to prepare a formal peer-critique of the consultation.

***Course Materials for Objective 3***. The ***Consultation Diagnostician***,[3] a microcomputer software package, is introduced as a resource to be used when consulting with difficult consultees. Student readings include:

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[3] Information about this software package is available from Exceptional Innovations, Inc., P.O. Box 6085, Ann Arbor, MI 48106.

- Conoley, J.C., & Conoley, C.W. (1982). ***School consultation: A guide to practice and training***. New York: Pergamon Press.
- Idol-Maestas, L. (1983). ***Special educator's consultation handbook***. Rockville, MD: Aspen.
- Parsons, R., & Meyers, J. (1984). ***Developing consultation skills***. San Francisco: Jossey-Bass Publishers.

Videotapes of presentations on the following topics also are integrated into this section:

- Consultant Beliefs Which Make a Significant Difference in Consultation, Alan Menlo;
- The Human Dimension of Teacher Consultation, Martha Carroll.

**Consultation Practicum**

Students who successfully complete course requirements may enroll in the consultation practicum. In order to provide the students with a nonthreatening yet somewhat realistic setting in which to practice teacher consultation, a practicum was designed which utilizes regular education student teachers as consultees. In addition to the official university supervisor, student teachers are assigned a special education graduate student who serves as a consultant for their mainstreamed pupils. Graduate students have *no* authority or input into the student teacher's grade and are sworn to confidentiality.

***Consultation practice***. During the first two weeks of student teaching, the consultants-in-training collect diagnostic data on their assigned consultees according to The University of Toledo Consultation Model. The consultants make two classroom visits (each approximately 45 minutes) during which high- and low-inference observations of student teacher performance are completed and baselines of a pupil's problem behavior are taken. In addition, student teacher consultees are requested to complete the attitudinal survey (version for teachers of mainstreamed students). Utilizing the software program, the ***Diagnostic Profile***, consultants enter all assessment data into an Apple II series microcomputer and generate a profile for their consultee. They then use this profile to help with problem diagnosis. Consultation takes place during the ensuing six weeks of student teaching. A minimum of five visits or meetings must be scheduled.

***Evaluation***. At the conclusion of the consultation (end of eighth week of student teaching), consultants once again make two classroom visits to collect competency, pupil baseline and attitudinal data. They then generate a post-consultation profile on their student teacher consultees. Consultants hand in the following for course instructors to critique:

- Completed assessment forms (i.e., observation schedules, attitudinal survey, pupil baseline observations);
- Printed copy of profiles on student teacher consultee (generated by the ***Diagnostic Profile***);
- Consultant Report Forms (see Appendix A);
- Log of consultation contacts.

The post-consultation diagnostic profile provides consultants with evidence of the effectiveness of their consultation. By comparing a teacher's scores at the beginning and at the end of consultation, one can determine whether pupil problem behavior decreased or whether teacher skill levels, as indicated by specific competency scores, improved.

## Discussion

Participants in the consultation course have indicated overwhelmingly that special educators need specific training in consultation. The aspects of the course which they have found particularly valuable are: the consultation role plays and performance critiques; the instruments used to assess teacher performance and attitude, and pupil problem behavior; and the various computer programs (i.e., the ***Diagnostic Profile*** and the ***Instructional Diagnostician***).

While role plays and videotapes of classroom episodes can certainly provide good opportunities for practice of consultation skills, the next step, doing consultation in a "real life" setting, is a necessary part of any consultation training program. Implementing the consultation practicum component of The University of Toledo program has posed certain logistical problems. First, many special education graduate students enrolled in the practicum work full-time during the school day as teachers or supervisors. They thus have limited time to meet with their assigned consultees (regular education student teachers). In making consultation assignments, it is therefore necessary for the student teacher/consultee to be in the same school (or one nearby) as the school in which the graduate student/consultant works. Even then, finding time for class observations and consultation meetings will always be a problem for the consultant-in-training. However, since time allocation seems to be a major concern of consultants, this "problem" may be a good introduction to actual practice.

A second logistical problem is gaining the cooperation of regular education student teachers who serve as consultees. At The University of Toledo, student teachers and their cooperating teachers are informed by letter that a special education consultant will be available to provide extra help with any identified pupil learning or behavior problems. The various assessment instruments are also explained. At the student teacher orientation meeting, a representative from the department of special education describes the program briefly. In this "pep talk" an effort is made to show how the student teacher can use the special education consultant to answer questions concerning the actual implementation of mainstreaming practices which have been suggested in previous coursework.

At the conclusion of their practicum, student teachers and cooperating teachers are asked to complete evaluations of the consultation experience. Not only have many student teachers indicated an appreciation for the extra help with pupil problems, but their cooperating teachers have indicated an interest in using the consultant. Thus, in spite of the logistical problems posed by the consultation practicum, it seems to be worth the effort in that graduate students get the chance to practice being consultants and, as an added benefit, regular education student teachers get a chance to experience special education consultation.

## Appendix A

### Consultant Report Form

______________________________
Name

1. Consultee: ______________________________
2. Time: ____________________ to ____________________
3. Date: ______________________________
4. Location: ______________________________
5. Accompanying Tape? No ______ Yes ______
6. Check as many processes as you employed. Rank order the top 3 in terms of frequency.

______ problem identification
______ problem analysis
______ plan developed
______ evaluation of prior plans
______ offer to share responsibility
______ share information
______ probe for information
______ verbal reinforcement
______ direct confrontation
______ indirect confrontation
______ providing alternatives
______ summarizing
______ encouraging
______ validating
______ clarifying
______ empathizing
______ probe for feelings
______ other (specify)

7. Type of contact (if more than one, indicate order):

______ a. observation of consultee in classroom
______ b. interview with consultee
______ c. demonstration/modeling of technique in classroom
______ d. meeting with school personnel (cooperating teacher, principal, etc.)

If a in 7, complete Section A.
If b in 7, complete Section B.
If c in 7, complete Section C.
If d in 7, complete Section D.

Graduate Preparation Program

A. 1. What was the purpose of the observation?

2. Was there any preparation or planning for this observation? If yes, what kind?

3. What did you observe?

4. What, if any, data collection instruments did you use (please attach)?

B. 1. Briefly describe the purpose of the interview.

2. Was there any preparation or planning for this interview? If yes, what kind?

3. Briefly describe the major topics and focus of discussion.

4. Describe any decisions, plans, or commitments arising from this meeting.

5. Rate the receptivity of your consultee

very closed quite receptive

1 2 3 4 5

6. If the focus was a pupil problem, rate the severity of the problem as:

a. you see it

mild severe

1 2 3 4 5

b. you think the consultee seen it

mild severe

1 2 3 4 5

7. If the focus was a consultee problem, rate the severity of the problem as:

a. you see it

mild severe

1 2 3 4 5

b. you think the consultee sees it

mild severe

1 2 3 4 5

C. 1. Briefly describe the purpose of the demonstration/ modeling.

2. Was there any preparation or planning for the demonstration? If yes, what kind?

3. What did you demonstrate or model?

4. Rate the receptivity of your consultee:

very closed quite receptive

1 2 3 4 5

D. 1. What was the purpose of the meeting?

2. Was there any preparation or planning for this meeting?
If yes, what kind?

3. Briefly describe what was discussed at the meeting.

4. Describe any decisions, plans, or commitments arising from the meeting.

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# ADDING CONSULTATION SKILLS TO YOUR REPERTOIRE: A TRAINING MODEL

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Since Reynolds' (1980) landmark paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education," identified professional consultation as a necessary skill for teachers, the need to provide teachers with specific training in consultation skills has been well documented. Evans (1981) reviewed a number of recent research studies which strongly support the need for increased communication, consultation, and interdisciplinary team skills on the part of special and regular educators as they deal with children with special needs.

In September, 1983, the Radford University College of Education and Human Development adopted seventeen ***Competency Goals for Public School Personnel Who Work With Exceptional Children***. Included are three goals in the area of ***Interpersonal Relations*** which relate directly to special education teacher consultation. This paper describes a training manual developed by Radford University, ***Interpersonal Communication and Professional***

*Consultation Skills*.[1] The purpose of the manual is to provide teacher educators and public school support personnel with background information regarding the theory and practice of communication and consultation skills. The manual includes workshop formats, student simulation activities and evaluation scales.

**Consultation Goals and Objectives**

The overall goal of the training program is to provide students with the required knowledge, skills, and attitudes to be both a giver and receiver of consultation related to educational programming for exceptional children and youth. More specifically, the program requires student mastery of the following competencies:

1. Demonstrated knowledge of:
    - 1.1 personal communication processes, including base-building, active listening, reflection-providing feedback, perception checking-soliciting feedback;
    - 1.2 professional consultation skills, including role responsibilities and limitations, and problem-solving;
    - 1.3 interdisciplinary team processes;
    - 1.4 role responsibilities of other specialists on multidisciplinary team planning programs for exceptional children.
2. Demonstrated skill in:
    - 2.1 personal communication of needs;
    - 2.2 listening and responding to the needs of others;
    - 2.3 problem-solving with others;

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[1] The manual is available from the authors.

2.4 collaborative planning with other professionals;
2.5 counseling with parents of children with learning or behavioral problems;
2.6 requesting and accepting consultation;
2.7 providing appropriate consultation on request.

To help students meet the goals and objectives of the program, workshops were developed which address the specific areas of Communication Skills, Consultation Skills, Communicating with Parents of Handicapped, and Problem Solving/Conflict Resolution. The workshops are designed to provide step-by-step guidance for trainees in various educational settings.

## Procedures for Training

The model for each workshop training session is:

* Warm-up activities
* Untrained simulation
* Lecture on theory and practice
* Trained communication simulation
* Summary and evaluation

A description of each of these components follows.

*Warm-up Activities*. These activities are used to help participants get to know each other and to encourage the free flow of conversation. An example of a warm-up activity is "Consensus" (Simon, Howe & Kirschenbaum, 1978). In "Consensus" students are asked to indicate their agreement/nonagreement with approximately 10 controversial statements.

They are then divided into groups of 4-6 persons, where they are asked, as a group, to reach a consensus rating. Another example of a warm-up activity is a modified version of "The Fallout Shelter Problem" (Simon, Howe & Kirschenbaum, 1978). In this exercise students are given a brief description of ten individuals, each description containing a positive and a negative attribute. Based on that limited information, students are asked to eliminate five of those individuals from a fallout shelter designed to accommodate only five persons. After completing the activity individually, students work in groups of three to five persons. They discuss their decisions and attempt to come to a group consensus. The final stage of the activity is a whole group discussion on values and assumptions. In the discussion participants are asked why they eliminated specific persons from the fallout shelter.

***Untrained simulation***. Field-testing has indicated that participants should first be asked to do an untrained simulation. An untrained simulation is one in which participants are not instructed in specific skills prior to the activity. These skills will be presented following participation in the untrained simulation. The purpose of this experience is to help students become better able to evaluate their initial performance in relation to model consultation practices and principles. Through the exercise students are able to more easily pinpoint personal skill areas which need improvement. This early untrained practice also seems to increase participant willingness to take part in later triad practices.

Procedures for conducting this activity are:

- Explain to the participants that this is an untrained consultation simulation. Each person in a triad (consultant, consultee, observer) is to apply his/her current knowledge and skill to performing the assigned role.
- Divide participants into groups of three. The triad decides who will take each role--consultant, consultee, observer.
- Read the communication problem aloud (see Table 1 for examples), while participants read it on the copies provided.
- Triads spend approximately twenty minutes in the simulation activity, each participant having the opportunity to perform all three roles. The same communication problem could be used each time or a new problem could be introduced to maintain interest. The leader circulates among the groups, observing and listening.
- Call the whole group to order and have observers report the types of interactions that occurred, including quotes from discussion and descriptions of feelings demonstrated. Consultants and consultees will also want to respond by explaining rationalizing, and revealing. Address each of these three practices separately.
- Using the form in Figure 1, the leader summarizes what has been reported and his/her observations and, without pointing out individuals, indicates those consultation skills which were appropriately demonstrated.

Table 1

Examples of Communication Problems

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1. A parent has asked for a conference with his child's teacher regarding a situation on the bus. The parent feels that the child is being harassed by the other children and the bus driver. The teacher feels that it is necessary to consult with the bus driver *before* meeting with the parent.

2. A classroom teacher has asked to consult with a student in an 11th grade math class. The student is married and has a family. He works several hours after school. He frequently falls asleep during class lectures, but is not a discipline problem.

3. The teacher has requested that the parents of a child with a speech dysfunction help their child with assignments which will be sent home periodically. The parents are carrying through with their part of the assignment. However, other family members are also allowed to "help" and they aren't following the assignment directions. The speech pathologist has requested a conference with *all* family members.

4. A regular classroom teacher has asked to consult with the special education teacher (L.D.) regarding a student who requires more time in class than the teacher is able to provide.

NOTE: Over fifty (50) simulations were collected for the manual from regular and special educators, school psychologists, counselors, speech therapists and other support personnel. The simulations represent actual cases involving problems in communication or consultation and are used to help train others to become more effective in their use of these skills.

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Teacher Notices
Child's Problem With Peers

Helper:

Helpee:

Workable Solution:

Final Action Plan:

*Figure 1.* Simulation summary.

***Lecture on theory and practice.*** The lecture format is used to introduce new concepts and skills to workshop participants. Time should be allowed for discussion, clarification and questions. The lecture provides the background information which allows participants to interact more effectively in the simulation activities. Selected lecture topics for the workshops are listed below.

* COMMUNICATION SKILLS
Attending behavior
Listening behavior
The use of silence
Asking open-ended questions
(Cormier & Cormier, 1985; Johnson & Johnson, 1985; Lawyer & Katz, 1985)

- CONSULTATION SKILLS
  Johari's Window (Luft, 1969)
  Problem solving
  Listening and attending behavior

- COMMUNICATING WITH PARENTS OF HANDICAPPED
  Problem solving
  Stages of parental adjustment
  Conflict resolution
  Empathy
  Feelings
  (Gargiulo, 1985; Simpson, 1982)

- PROBLEM SOLVING/CONFLICT RESOLUTION
  Problem solving
  Conflict resolution (Noller, 1977; Treffinger & Huber, 1975)

***Trained simulation.*** The same procedures that were used for the untrained simulations are followed. However, participants are assigned to new triads and new communication problems are provided. In addition, the observer is instructed to use the Behavior Checklist (see Figure 2) as the basis for evaluation and feedback.

The purpose of the Behavior Checklist is to allow each triad participant the opportunity to practice identifying the skills which have been presented during the mini-lectures. The observer concentrates on the behavior of the Helper in the specific areas listed on the checklist, marking or making comments in the space allowed for feedback. Focusing on specific behaviors in this manner helps the

## SKILL: FOCUSING AND LISTENING AND EFFECTIVE QUESTIONING

Helper ______________________________

Helpee ______________________________

Observer ____________________________

CHECK THE FOLLOWING DURING THE FOCUS EXERCISE:

Place a mark in the appropriate box as behavior occurs.

| | |
|---|---|
| Number of eye contact breaks | |
| Posture - tenseness, unnatural movement--not relaxed | |
| ***Verbal Responses***<br>Number topic jumps | |
| Interruptions | |
| Inaccurate responses | |
| ***Silence***<br>Number - no silence | |
| Number - interruptions | |
| Number - appropriate | |
| ***Open Questioning***<br>Type - What | |
| How | |
| Could | |
| Why | |
| Number of Closed Inquiries | |

*Figure 2.* Behavior checklist.

observer to become more aware of the use of specific communication skills by others. After approximately three minutes of focusing on the Helper, the observer spends two minutes giving feedback. This portion of the activity allows the Helper to become more aware of the skills he/she is using and those which he/she may want to develop further. The activity is repeated three times to allow each participant to play the role of Helper, Helpee and Observer.

***Summary and evaluation by the leader*.** Time is allotted in the workshop schedule for the leader to summarize the objectives of the workshop and the purpose of the activities, as well as the outcomes of each. This is also an appropriate time for participants to ask any questions they might have. Participant feedback and concluding statements are encouraged.

Evaluation is an essential component of each workshop session. It is important for the leader to leave ample time for a written evaluation by participants. The evaluation should be brief, but thorough, with limited writing time required for those completing the form. Because many leaders will be novices in conducting workshops, they are reminded that evaluations are learning tools for them, providing feedback and comments which will be valuable to them in making modifications to improve future sessions. See Figure 3 for a sample evaluation form.

### Workshop Evaluation: Consultation Skills

Please Circle

| | | Strongly Agree | | Neutral | | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1. | The workshop was well organized. | 5 | 4 | 3 | 2 | 1 |
| 2. | The presentation and activities were interesting. | 5 | 4 | 3 | 2 | 1 |
| 3. | The content was relevant to my concerns and needs. | 5 | 4 | 3 | 2 | 1 |
| 4. | My knowledge and skill increased. | 5 | 4 | 3 | 2 | 1 |
| 5. | I can apply this knowledge and skill in my work. | 5 | 4 | 3 | 2 | 1 |
| 6. | The "untrained simulations" were beneficial. | 5 | 4 | 3 | 2 | 1 |
| 7. | The "trained simulations" were beneficial. | 5 | 4 | 3 | 2 | 1 |

8. OVERALL THE WORKSHOP WAS:

Excellent___ Very Good___ Average___ Fair___ Poor___

COMMENTS: Please make suggestions as to how we might improve this workshop--the organization, strategies used, content or simulation topics. Please list any "real-life" consultation problems that should be included in the workshop.

***Figure 3.*** Workshop evaluation form.

## Workshop Schedule

The extent to which each of the training activities is implemented will depend on the time available. Some activities may have to be reduced or eliminated. The minimum amount of time recommended for an overview workshop is three hours. Frequently, the workshops are conducted for inservice teachers in two one and one-half hour segments after school. An example of a workshop schedule is found in Figure 4.

CONSULTATION SKILLS

| *Activity* | *Time* |
|---|---|
| **Welcome and Introduction** | 15 Minutes |
| **Warm-up:** Activity or Exercise | 30 Minutes |
| **Definition of terms:** | 15 Minutes |
| Consultation | |
| Counseling | |
| Collaboration | |
| **Untrained School-Related Simulation** | 20 Minutes |
| **Break** | 15 Minutes |
| **Johari's Window Discussion** | 20 Minutes |
| **Mini-Lectures** | |
| **Problem Solving** | 10 Minutes |
| **Listening and Attending Behavior** | 10 Minutes |
| **Trained School-Related Simulation** | 20 Minutes |
| **Discussion** | 10 Minutes |
| **Summary and Closing Remark** | 10 Minutes |
| **Evaluation Forms** | 5 Minutes |
| TOTAL | 3 Hours |

*Figure 4*. Example of workshop schedule.

## Summary and Conclusions

The processes described in this article represent only a small sample of the many activities in the training manual. It has been found that the detailed format of the workshop sessions enables prospective trainers to conduct their own workshops even if they have only limited experience in the subject. Trainers have been able to use the materials in conducting workshops for inservice training, PTA meetings, parent and community groups, faculty meetings, and student activities.

Further, participants have reported that skills acquired in the workshops are easily transferred to a variety of personal and professional situations. Skill development has occurred most frequently in the areas of parent conferencing, consulting with other professionals, and over-all problem solving.

The use of the manual, ***Interpersonal Communication and Professional Consultation Skills***, is one method for providing training to teachers and other professional educators in the areas of communication, consultation and inter-disciplinary team skills. The procedures outlined in the manual are specifically designed for the "trainer of trainers" model, thus enabling school districts to utilize the materials for workshop or inservice presentations. This approach has proven to be more cost effective than contracting with outside consultants, and frequently, training is more effective when conducted by personnel from within the school system.

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# SPECIAL EDUCATION TEACHER CONSULTATION TRAINING PROGRAMS

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A critical factor in the evolution of special education consultation as a viable service delivery option is the role of teacher training. Teacher consultation preparation programs accomplish three fundamental goals. First, they provide special educators with the knowledge and skills needed to function successfully as consultants. Second, they help teachers unaccustomed to the consulting role develop the confidence essential for initiating and sustaining collaborative professional relationships. Finally, such training programs prepare their graduates to establish and maintain successful consultative service delivery systems in school settings.

Recent interest in special education teacher consultation has led to systematic investigations of such dimensions as successful interventions completed by consulting teachers (Idol-Maestas, 1983; Knight, Meyers, Paolucci-Whitcomb,

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NOTE: The information in this article is adapted from Idol-Maestas, L., Friend, M., Smith-Davis, J., Prothro, H., Johnson, S. and Fairchild, R. (1985). ***The consultation collection***. Reno, NV: Dissemin/Action.

Hasazi & Nevin, 1981; Lew, Mesch & Lates, 1982), the status of state certification requirements for consulting teachers (Haight & Molitor, 1983), consulting skills which special educators should and do possess (Friend, 1984), and the time allocated for completing consulting responsibilities (Evans, 1980; Sargent, 1981). However, information about teacher preparation programs in consultation is somewhat limited. A few teacher trainers (e.g., Idol-Maestas & Ritter, 1985; Lew, Mesch & Lates, 1982; Paolucci-Whitcomb & Nevin, 1985) have described graduates' skills or program focus. But as Friend (1985) has noted, what may be most valuable for training programs now is to design training based on preferred theoretical orientation, teacher needs, and demonstrated strategy efficacy.

The purpose of this article is to describe briefly nine representative special education teacher consultation training programs. The selected programs are university-based and all have specific course sequences or training emphasis on consultation as an interface between special education and regular education. The programs vary considerably in the level(s) at which training occurs, amount of coursework offered, and emphasis given to various consultation topics and skill areas.

## University of Illinois: Resource/Consulting Teacher Program

The Resource/Consulting Teacher (R/CT) program prepares teachers to provide direct and indirect educational services for mildly handicapped students with academic and/or social behavior problems. Direct services are those provided in resource room settings; indirect services are those provided within regular classroom settings where the mildly handicapped are served in educational environments that are truly least restrictive. Students in the program are master's level teachers who have previous teaching experience and a high grade point average. Their training in this noncategorical program leads to eligibility for Illinois special education certification in the learning disabilities, behavior disorders, and educable mentally handicapped categories.

The R/CT training program has four broad dimensions: a) planning, which includes the selection of competency-based objectives, practicum sites, and trainees; b) implementation, including formal coursework, designation of services at practicum sites, and training in communication and advocacy skills; c) evaluation through direct observation, formal feedback, and the systematic monitoring of progress; and d) employment, which includes preparation of service description memos and application for cross-categorical resource positions. Within these dimensions, trainees gain proficiency in skills that will enable them to be effective performing the varied roles of multidisciplinary team member, resource teacher, manager of students, consulting teacher, and liaison with parents.

There is an 11-course sequence which integrates university coursework and field-based practicum experiences. Students demonstrate proficiency in the following specific skill areas:

* Clarifying referral information and constructing referral forms;
* Conducting initial assessments;
* Determining eligibility for special education services;
* Administering standardized tests;
* Summarizing student performance;
* Conducting multidisciplinary team conferences;
* Reviewing team conference outcomes;
* Writing individualized education plans;
* Planning program and lesson formats;
* Planning and monitoring independent work;
* Implementing direct instruction;
* Managing behavior in the resource room and in the regular classroom;
* Training and supervising noncertified personnel;
* Conducting inservice workshops;
* Consulting with classroom teachers;
* Demonstrating knowledge of major approaches to academic remediation;
* Providing a rationale for behavioral/data-based approaches;
* Advocating students' rights;
* Including parents in programming plans.

Data collection is an important aspect of this program, occurring at four levels. First, teacher candidates field test instructional strategies that they have located in the research literature or that they have developed. Second, pupil progress data are collected for individual students who receive direct remedial instruction from R/CT candidates. Third, a series of empirically based intervention projects are developed into master's and doctoral level theses. Finally, the program coordinator conducts follow-up studies of graduates to determine aspects of the program which were effective in preparing special education teachers to work collaboratively with classroom teachers and factors which either facilitate or inhibit classroom consultation.

*For additional information about this program, contact Lorna Idol-Maestas, Department of Special Education, College of Education, University of Illinois, 1310 South Sixth Street, Champaign, Illinois, 61820.*

### Kansas State University: Master's Level Training for Special Educators Who Will Serve as Consultants

The Kansas State University (KSU) consultation training program was developed to meet the needs of special educators who, because Kansas is largely a rural state, frequently act as consultants. Most students in the program are special education teachers enrolled in certification or master's degree training, but other special services personnel (e.g., social workers, speech pathologists) are also encouraged to participate.

The training sequence consists of 12 semester hours of coursework emphasizing skills in communicating effectively with others, interviewing, resolving conflicts, identifying problems, employing appropriate interventions, and evaluating outcomes. The coursework is divided into three phases. First, during the spring semester, students attend a one-day conference at the KSU campus. At this time they meet their peers and the university staff, enroll, and receive assignments. Second, during the summer semester, students complete three courses: a) ***The Consulting Process in Special Education***; b) ***Parent Involvement in Special Education***; and c) ***Current Issues and Practices for Special Education***. The summer courses utilize a variety of presentation methods, including lecture, discussion, laboratory experiences with role playing and videotaping, and individual conferences with faculty. Finally, during the following fall semester, students complete a practicum supervised by a local special educator and attend an exit conference on the KSU campus.

Student attainment of proficiency in consultation is measured in several ways. While traditional assessment procedures are used to evaluate student coursework, consultation performance is evaluated by observational measures of specific consulting skills, self-ratings, and ratings by practicum supervisors and other school district personnel.

A unique feature of this training program is its use of TELENET, a statewide university communications network which enables students in remote locations to interact with each other as well as with university personnel. Students simply go to the nearest TELENET site (for example, a local library) at scheduled times and use the available equipment to teleconference with other project participants. This technology is used extensively during the spring semester so that students can discuss reading assignments, address concerns, interact with guest lecturers, and establish individual goals for summer and fall.

*Additional information about this program is available from Norma Dyck, Peggy Dettmer, or Linda Thurston, Department of Administration and Foundations, College of Education, Bluemont Hall, Kansas State University, Manhattan, Kansas, 66506.*

**University of Louisville: Program for Consulting Teachers and Directors of Special Education**

This preparation program is designed to provide advanced training in consultation and administration for individuals who already possess the master's degree in special education. Participants also must have five years of teaching experience and current teacher certification in special education. Upon completion of the program, students are eligible for Kentucky's Consulting Teacher certificate or Director of Special Education certificate.

Trainees complete coursework in special education supervision, administration of regular and special education programs, consultation, and related areas through classroom as well as internship or practicum experiences. Graduates of this program possess the skills necessary to address numerous consultation, instructional leadership, and administrative tasks. In the area of consultation, they are qualified to perform the following: assist teachers in obtaining needed consultative services; plan and conduct inservice training; conduct needs assessments; formulate and implement various plans for change; use counseling techniques; establish working relationships with organizations and agencies that serve exceptional children; present inservice on communication techniques; evaluate instructional methods and programs; and assess program needs and instructional needs of pupils.

*Additional information about this training program may be obtained by contacting Anne Netick, Department of Special Education, College of Education, University of Louisville, Louisville, Kentucky, 40292.*

**University of Oklahoma: Consultation in Special Education**

Teacher preparation in consultation at the University of Oklahoma is designed to increase special educators' proficiency in initiating and maintaining professional relationships with regular educators, other school personnel, and parents. The program prepares special educators for responsibilities that go beyond the direct provision of instructional services to handicapped pupils. The training sequence is available to graduate students enrolled in special education certification or master's degree programs.

Students complete a 3-course sequence (eight credit hours) which focuses on consultation processes and includes lecture, discussion, role play, and practicum experiences. Upon completing the training, students have acquired skills represented by the following objectives:

* Understand major theoretical orientation and models of consultation and select and apply approaches appropriate for fulfilling consultant roles and responsibilities;
* Follow a planned sequence for problem-solving when assisting teachers working with mainstreamed pupils or interacting with teachers, parents, administrators, or other professionals;
* Identify and use techniques for increasing proficiency in interpersonal communication;
* Identify factors which may impede the development of consultative relationships with classroom teachers;
* Establish and maintain consultative relationships with classroom teachers, administrators, other school professionals and staff, and parents;
* Plan, conduct, and evaluate inservice training activities for regular educators and other school professionals and staff;

- Outline procedures for selecting, training, and appropriately using paraprofessionals and volunteers in school settings;
- State major problems and issues that arise in parents' interactions with school personnel, and identify methods of facilitating parent-school communication;
- Implement principles of time management so that sufficient time is allocated for completion of consultative tasks.

This training program attempts to meet the needs of special education teachers who provide services to a wide variety of handicapped pupils in small, rural districts without extensive support services. The training sequence complements the master's degree program which stresses assessment, behavior management, instructional skills, and knowledge of developments in the field. The consultation coursework can comprise the electives segment of the master's program.

*For additional information about this program, contact Marilyn Friend, College of Education, 820 Van Vleet Oval, University of Oklahoma, Norman, Oklahoma, 73019.*

**Pacific Lutheran University: Project ConSEPT**

The Consulting Special Education Personnel Training (ConSEPT) program is a graduate teacher preparation program designed to provide special education teachers with skills for working with classroom teachers who instruct mainstreamed students. Participants enroll in the coursework while completing other requirements leading to a master's degree in special education.

The training program focuses specifically on consulting skills. The first course, ***Introduction to the Consulting Teacher in Special Education***, examines the strategies and tactics available to consulting teachers. Emphasis is placed on building-wide and district-wide development of a consulting teacher model, methods of interaction analysis, curriculum-based assessment, peer and cross-age tutoring, cooperative learning groups, mastery learning and data-based instruction, teacher effectiveness research, study skills training, and social behavioral interventions. As part of this introductory course, students complete practicum requirements, including consultation projects with regular classroom teachers.

The second course is ***Communication Skills for the Consulting Teacher***. This course focuses on the development of effective interpersonal skills required of the consulting special education teacher. Those skills include effective listening, providing feedback, empathic and respectful responding, and the use of problem-solving strategies. Students participate in a variety of group and role playing activities designed to help them develop and practice effective communication.

The other required courses in the master's program complement the consultation training. Students complete 24 additional semester hours of training emphasizing parent-teacher partnerships, effective utilization of paraprofessionals, research in special education, advanced assessment, and administration of special education programs. In addition, students also complete a thesis focusing on the effectiveness and use of a consulting teacher model.

***Additional information about this training program is available from Kent Gerlach or Lenny Reisberg, School of Education, Pacific Lutheran University, Tacoma, Washington, 98447.***

**University of Pittsburgh: School Consultation Program**

The goal of the Consultation Training Program is to prepare special educators to provide consulting and support services for exceptional students who participate in regular programs and classes. Students complete a Master of Education degree while specializing in consultation models and practices.

This program includes 39 credits of work in two areas: a) basic graduate education requirements and b) professional concentration in consultation. The latter coursework (27 credits) includes courses in behavior and classroom management, teaching exceptional children, curriculum and materials for exceptional children, consultation theory, change in schools, and group dynamics. In addition, students attend a seminar and complete practicum experiences which enable them to apply and generalize the skills taught in the didactic courses.

A unique aspect of this program is its interdisciplinary, collaborative nature: five programs in the School of Education are involved. Project activities are designed to be consistent with the philosophy of current legislation, that is, a sharing of responsibility for handicapped children among professionals from various disciplines.

***Additional information about this program may be obtained by contacting Mary W. Moore, School of Education, 5M25 Forbes Quadrangle, University of Pittsburgh, Pittsburgh, Pennsylvania, 15260.***

### Simmons College: Secondary School Generic Teacher Training Program

The Simmons College consultation program is a 2-year, 32-credit-hour master's degree program. It is designed specifically for secondary teachers who wish to acquire skills in providing noncategorical services to special needs learners.

The training program emphasizes the performance of teaching competencies in the field. The skills taught in the courses are directly applied to the teaching of special needs learners in the school setting. On-site supervision by a Simmons College faculty member occurs on at least a bi-weekly basis. In addition, one weekly class session is held, usually in a participating school. The course topics covered during the four semesters and one summer session include the following:

- Introduction to individualized instruction;
- Analysis of behavior;
- Issues in special education;
- Developing basic competencies, identifying eligible learners, and implementing individual plans;
- Applied research in the generic role;
- Developing the inservice training role;
- Implementation of the generic role;
- Evaluation of the consulting process;
- Practicum experiences.

This program is unique in its focus on training two types of teachers who form a building-based team providing services to special needs learners. One team member, the generic resource room teacher (GRRT), functions to facilitate learner movement toward less restrictive environments and to increase learners' time in the regular content classroom. The GRRT serves a maximum of 25 learners assigned to classes in the mainstream setting for at least 40% and up to 100% of the school day. The support and training services provided by the GRRT are effective, as evidenced by observable measures indicating an increase in learners' rate of achieving specified objectives and by movement of learners toward less restrictive environments. The GRRT teaches basic skills in reading, math, and communication to the learners in his or her caseload and monitors their IEPs. Finally, the GRRT provides consultation to content teachers in the areas of reading and math and trains other building specialists (e.g., paraprofessionals, aides, volunteers, peer tutors, guidance counselors, LD tutors, reading specialists) to develop procedures which will be implemented for identified learners.

The second team member is the generic content teacher(GCT). This individual's task is to maintain learners already placed in regular content classrooms by providing support services, consultation, and training to content area teachers. Three GCTs are assigned per 1500 learner population: one GCT in math, science; another in English, foreign language/social studies; and a third in practical arts (e.g., home economics, business, shop) and physical education. The GCT also serves 25 learners assigned full-time to regular education through consultation with their teachers in any academic area.

***For additional information about this training program contact Debra Mesch, Simmons College, 300 The Fenway, Boston, Massachusetts, 02115.***

**University of Toledo: Preservice Consultation Model**

The major purpose of the University of Toledo Preservice Consultation Model is to improve the performance of special and regular education preservice teachers of handicapped students during the student teaching experience. The university supervisor's role is redefined according to an inservice consultation model which encourages the supervisor to perform a diagnostic/remedial function in addition to the more traditional function of evaluating trainee performance. In addition, use of the model allows preservice teachers to actually experience consultation (as a consultee).

The consultation model consists of several components. During the early weeks of the practicum, student teachers' instructional competencies and attitudes toward handicapped students are assessed by means of observation instruments and a survey battery. In addition, student teachers collect baseline data on a pupil learning or behavior problem occurring in their assigned classroom. The student teacher and pupil baseline data are analyzed and presented in a diagnostic profile to a university special education supervisor who uses it as the basis for consultation. Access to the diagnostic profile enables the supervisors to provide accurate feedback to student teachers concerning their skills and attitudes. The profile thus becomes the basis for the identification of problem areas and the generation of plans for improvement.

Graduate students in special education have the opportunity to implement the consultation model. First, they complete coursework emphasizing consultation theory and practice, national trends in school-based special education consultation, and use of data-based diagnostic information to determine intervention strategies. Then, as their laboratory experience, students are assigned regular education student teachers as consultees. They are required to collect data, generate and use the diagnostic profile when working with their consultees in mainstreamed settings.

***For additional information about this program, contact Loviah Aldinger, College of Education and Allied Professions, The University of Toledo, 2801 West Bancroft Street, Toledo, Ohio, 43606.***

### University of Vermont: Vermont Consulting Teacher Model

The Consulting Teacher program, operating in Vermont since 1970, has as its goal the preparation of educators who provide diverse and intensive services to mentally retarded, learning disabled, and behavior disordered students through classroom consultation, inservice teacher preparation, and systems change. Students in the program already possess a master's degree in special education or a related field, have two years of successful experience serving handicapped students, and demonstrate potential for leadership. The 30 to 36 credit hours of training lead to Vermont certification as a consulting teacher and completion of the requirements for the University of Vermont Certificate of Advanced Study.

The coursework and internship which students complete during one summer session and one academic year require mastery of five broad competency clusters:

* Consultation and inservice training, in which students demonstrate the ability to train others (teachers, parents, paraprofessionals, students) through the design, implementation, and evaluation of technical assistance and consultation processes;
* Research design, in which students demonstrate knowledge of various research designs and threats to internal and external validity , as well as skill in selecting appropriate statistical methods for analyzing data, evaluating research studies, and developing alternative research designs;
* Systems analysis and program evaluation, in which students demonstrate knowledge of and ability to apply systems analysis concepts through the design, implementation, and evaluation of a strategy for effectively integrating handicapped students into school and community environments;
* Comprehensive assessment and programming, in which students demonstrate ability to select, administer, and analyze appropriate comprehensive assessment instruments, interpret and integrate results of psychoeducational and adaptive assessments, and develop instructional interventions based on comprehensive assessments;
* Vocational training, in which students demonstrate knowledge of adult service systems, public school vocational services, assessment and management, and transitional planning.

In addition to the required coursework, students may choose elective courses in the area of their interest (e.g., family education, counseling, social work).

This preparation program is especially noteworthy because of its relatively long history and its emphasis on data collection. Specifically, data on a cohort of middle school students demonstrated that offering consultative services to classroom teachers can result in substantial pupil progress toward the normal range of achievement. Further, it was found that handicapped children can be served in regular classrooms, with their teachers remaining responsible for their entire instructional program, if inservice education and consultation are delivered according to the consulting teacher model.

*For additional information about this teacher preparation program, contact Martha Fitzgerald, Susan Hasazi, or Wes Williams, College of Education and Social Services, Waterman Building, University of Vermont, Burlington, Vermont, 05405-0160.*

## Conclusion

This brief overview of current training programs in special education consultation demonstrates the diversity of approaches being used to prepare teachers to implement a major service delivery model for handicapped pupils. It is hoped that teacher trainers will find such information useful in designing or refining their preparation programs and that other professionals will recognize the importance of such training. Finally, the program descriptions may serve as a reminder to all concerned with this topic that many avenues for training remain unexplored and that a critical need exists for ongoing efforts to document training content and program efficacy.

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